

# **RANI CHANNAMMA UNIVERSITY, BELAGAVI**



## **BACHELOR OF ARTS**

### **SOCIOLOGY**

#### **SYLLABUS FOR UNDER GRADUATE**

**Choice Based Credit System (CBCS)**

**With Effect from the Academic Year 2024-25**

**Submitted by:**

**CHAIRMAN**

**Board of Studies (UG)**

**Rani Channamma University**

**Belagavi**

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**RANI CHANNAMMA UNIVERSITY, BELAGAVI**

**BOARD OF STUDIES (UG) IN SOCIOLOGY**

<b>S. No.</b>	<b>Name of the Faculty</b>	<b>Designation</b>
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2	<b>DR. ARUN KAMBLE</b> Associate Professor, Dept. of Sociology Govt. First Grade College, Raibag	<b>MEMBER</b>
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4	<b>DR. RUQQA HASHMI</b> Assistant Professor, Dept. of Sociology Anjuman Arts Science and Commerce College, Vijayapura	<b>CO-OPT MEMBER</b>
5	<b>DR. SHIVANAND HIREMATH</b> Assistant Professor, Dept. of Sociology Government First Grade College Mamadapur. Vijayapura	<b>CO-OPT MEMBER</b>

## B.A. PROGRAMME WITH SOCIOLOGY SUBJECT

<b>B.A. Sociology as one of the Optional Subject Syllabus under CBCS</b>							
<i>With effect from the Academic Year 2024-25</i>							
Sem.	Part	Title of Paper	Hours/ Week	Marks			Subject Credits
				IA	Exam	Total	
<b>I</b>	<b>DSC - 1 Core Paper</b>	<b>FUNDAMENTALS OF SOCIOLOGY</b>	5	20	80	100	5
<b>II</b>	<b>DSC - 2 Core Paper</b>	<b>STUDY OF INDIAN SOCIETY</b>	5	20	80	100	5
<b>III</b>	<b>DSC - 3 Core Paper</b>	<b>SOCIOLOGICAL THINKERS</b>	5	20	80	100	5
	<b>Elective/ Optional</b>	<b>3.1 SOCIOLOGY OF SPORTS -OR- 3.2 SOCIOLOGY OF YOUTH</b>	3	10	40	50	2
<b>IV</b>	<b>DSC - 4 Core Paper</b>	<b>STUDY OF RURAL AND URBAN SOCIETY</b>	5	20	80	100	5
	<b>Elective/ Optional</b>	<b>4.1 SOCIOLOGY OF LAW -OR- 4.2 SOCIOLOGY OF TOURISM</b>	3	10	40	50	2
	<b>Skill - I</b>	<b>PROFESSIONAL ETHICS AND VALUES</b>	2	10	40	50	2
<b>V</b>	<b>DSC - 5 Core Paper</b>	<b>CONTEMPORARY SOCIAL PROBLEMS</b>	5	20	80	100	4
	<b>Specialisation Paper</b>	<b>5.1 SOCIAL DEMOGRAPHY -OR- 5.2 SOCIOLOGY OF HEALTH -OR- 5.3 SOCIOLOGY OF FOOD CULTURE</b>	5	20	80	100	4
	<b>Skill - II</b>	<b>SOCIAL INNOVATION AND ENTREPRENEURSHIP</b>	2	10	40	50	2
<b>VI</b>	<b>DSC - 6 Core Paper</b>	<b>RESEARCH METHODOLOGY</b>	5	20	80	100	4
	<b>Specialisation Paper</b>	<b>6.1 SOCIOLOGY OF EDUCATION -OR- 6.2 SOCIOLOGY OF MASS MEDIA -OR- 6.3 SOCIOLOGY OF EVERYDAY LIFE</b>	5	20	80	100	4
	<b>Skill - III</b>	<b>SOCIAL SKILLS AND PERSONALITY DEVELOPMENT</b>	2	10	40	50	2

## **B.A. SOCIOLOGY**

### **I - Semester**

#### **DSC - 1**

## **FUNDAMENTALS OF SOCIOLOGY**

### **COURSE OBJECTIVES:**

*This introductory paper intends to-*

1. Acquaint the students with the evolution of the subject and provide them with the skills to analyse society from a sociological perspective.
2. Provide students with the ability to understand, examine, and explain social institutions, social processes, culture, socialisation, and their impact on the individual.
3. Generate ideas about the social change and social control.

### **COURSE OUTCOME:**

*Upon completing this study, students will be able to-*

1. Gain knowledge about the emergence, fundamental concepts, and development of sociology in contemporary society.
2. Understand the heterogeneities of culture and socialisation in Indian society.
3. View Indian society through a sociological lens and understand the dynamics of its institutions and processes.

### **Unit: I INTRODUCTION TO SOCIOLOGY 16 Hours**

1. Emergence and Development of Sociology
2. Sociology: Nature, Scope, Significance and Relationship with Social Science disciplines
3. Pioneers of Sociology: August Comte, Herbert Spencer, Emile Durkheim, Max Weber
4. Sociological Perspectives: Symbolic Interactionism Theory, Structural-Functional Theory, Social Conflict Theory

### **Unit: II BASIC CONCEPTS IN SOCIOLOGY 16 Hours**

1. Society, Community, and Diaspora
2. Social Structure and Social Groups
3. Social Stratification and Social Mobility
4. Status and Role, Power and Authority

**Unit: III                    SOCIAL INSTITUTIONS AND SOCIAL PROCESSES                    16 Hours**

1. Family and Marriage
2. Kinship, Lineage and Descent
3. Religion, Economy, Polity and Education
4. Social Processes and their inter-relationships

**Unit: IV                    CULTURE AND SOCIALISATION                    16 Hours**

1. Culture: It's Elements, Culture and Civilisation
2. Cultural Lag, Cultural Shock, Cyber Culture
3. Socialisation: Stages, Types and Agents
4. George Herbert Mead, Charles Horton Cooley, Sigmund Freud

**Unit - V                    SOCIAL CONTROL AND SOCIAL CHANGE                    16 Hours**

1. Social Control and its Forms
2. Social Change and Factors of Social Change
3. Evolution and Diffusion
4. Development, Displacement and Rehabilitation

**PEDAGOGY:**

- Field Visit, Assignment, Seminar, Group Discussion, etc.

## REFERENCES:

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2. Swingwood, A. (1984). *A short history of sociological thought*. Macmillan, Hong Kong.
3. Barnes. H.E. (1980). *An introduction to the history of sociology*. University of Chicago Press, Chicago.
4. Abraham J.H. & Morgan. (1974). *Origin and growth of sociology*. Pelican Books, London.
5. Giddens, Anthony. (2006). *Sociology* (5<sup>th</sup> ed.). London: Oxford University Press, Chapter 1, pp. 2-29.
6. Delhi, S.R. (2004). *Sociology*. New Delhi: S. Chand & Co.
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31. Sachs, J. D. (2005). *The end of poverty: Economic possibilities for our time*. Penguin Press.
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### Unit: I INTRODUCTION TO SOCIOLOGY

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2. OWL (2024). <https://upscsociology.in/emergence-of-sociology/>
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5. Three Major Perspective in Sociology <https://www.cliffsnotes.com/study-guides/sociology/the-sociological-perspective/three-major-perspectives-in-sociology>
6. Vincent Triola: Pioneers of Sociology (5 March 2021). <https://vincenttriola.com/blogs/ten-years-of-academic-writing/pioneers-of-sociology>
7. Indian History: Jitendra S. Mohanty. (14 June 2024). <https://www.britannica.com/topic/Indian-philosophy>

### Unit: II BASIC CONCEPTS IN SOCIOLOGY

1. Cliffs Notes, a Learneo, Inc. business. <https://www.cliffsnotes.com/study-guides/sociology/the-sociological-perspective/the-founders-of-sociology>
2. e-gyankosh: Basic Concepts in Sociology. <https://egyankosh.ac.in/bitstream/123456789/18785/1/Unit-2.pdf>
3. e-gyankosh: Basic Concepts. [https://ocw.mit.edu/courses/21a-245j-power-interpersonal-organizational-and-global-dimensions-fall-2005/e4dbbea154e3c41221723cb1457eabb7\\_basic\\_conc.pdf](https://ocw.mit.edu/courses/21a-245j-power-interpersonal-organizational-and-global-dimensions-fall-2005/e4dbbea154e3c41221723cb1457eabb7_basic_conc.pdf)
4. Diaspora: Social Science, Migration and Identity. <https://www.britannica.com/topic/diaspora-social-science>

### Unit: III SOCIAL INSTITUTIONS AND SOCIAL PROCESSES

1. Introduction to social sciences. Social institution. Australia: The University of Queensland. <https://uq.pressbooks.pub/introduction-social-sciences/chapter/social-institutions/>

2. Lumen: Introduction to Sociology. <https://courses.lumenlearning.com/wm-introductiontosociology/chapter/reading-introduction-to-culture/#:~:text=Social%20institutions%20are%20mechanisms%20or,other%20parts%20of%20the%20world>
3. S, Samiksha. Social process: Meaning, type and characteristics of social processes. <https://www.yourarticlelibrary.com/sociology/social-processes-the-meaning-types-characteristics-of-social-processes/8545>
4. Descent Sociology. <https://courses.lumenlearning.com/wm-introductiontosociology/chapter/lines-of-descent-and-family-stages/>

#### **Unit: IV CULTURE AND SOCIALISATION**

1. NCERT: Culture and Socialization. <https://ncert.nic.in/textbook/pdf/kesy104.pdf>
2. Erika Gutierrez, Janét Hund, Shaheen Johnson, Carlos Ramos, Lisette Rodriguez, & Joy Tshako. Open Educational Resources Initiative (OERI). [https://socialsci.libretexts.org/Bookshelves/Social\\_Justice\\_Studies/Race\\_and\\_Ethnic\\_Relations\\_in\\_the\\_U.S.%3A\\_An\\_Intersectional\\_Approach/04%3A\\_Prejudice\\_Discrimination\\_and\\_Racism/4.01%3A\\_Socialization\\_and\\_Culture](https://socialsci.libretexts.org/Bookshelves/Social_Justice_Studies/Race_and_Ethnic_Relations_in_the_U.S.%3A_An_Intersectional_Approach/04%3A_Prejudice_Discrimination_and_Racism/4.01%3A_Socialization_and_Culture)
3. Maria Allison. (1982). Sport, culture and socialization. Sage publication, volume 17, issue-4. <https://doi.org/10.1177/101269028201700401>
4. Socialization and Culture [https://socialsci.libretexts.org/Bookshelves/Social\\_Justice\\_Studies/Race\\_and\\_Ethnic\\_Relations\\_in\\_the\\_U.S.%3A\\_An\\_Intersectional\\_Approach/04%3A\\_Prejudice\\_Discrimination\\_and\\_Racism/4.01%3A\\_Socialization\\_and\\_Culture](https://socialsci.libretexts.org/Bookshelves/Social_Justice_Studies/Race_and_Ethnic_Relations_in_the_U.S.%3A_An_Intersectional_Approach/04%3A_Prejudice_Discrimination_and_Racism/4.01%3A_Socialization_and_Culture)
5. Civilization and Culture. <https://egyankosh.ac.in/bitstream/123456789/60582/1/Unit1.pdf>
6. Meaning and Types of Culture: <https://egyankosh.ac.in/bitstream/123456789/38826/1/Unit-1.pdf>
7. Cultural Socialization. [https://www.researchgate.net/publication/324755904\\_Cultural\\_Socialization](https://www.researchgate.net/publication/324755904_Cultural_Socialization)
8. Culture & Society: egyankosh. <https://egyankosh.ac.in/bitstream/123456789/66016/1/Unit8.pdf>
9. Centre for Science and Technology Policy Research: Cultural Lag. [https://sciencepolicy.colorado.edu/admin/publication\\_files/resource-2648-2005.80.pdf](https://sciencepolicy.colorado.edu/admin/publication_files/resource-2648-2005.80.pdf)
10. Srjun Choudhury. Cyberspace Cultures. <https://ebooks.inflibnet.ac.in/engp16/chapter/cyberspace-cultures/>
11. Cultural Shock. <https://study.com/academy/lesson/culture-shock-definition-stages-examples.html>

#### **Unit: V SOCIAL CONTROL AND SOCIAL CHANGE**

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2. Sharma, Rajendra K. Social change and Social control. New Delhi: Atlantic publications and distribution (p) Ltd. <https://books.google.com/books?id=zEX24jqsGTQC&printsec=frontcover>

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7. How diffusion changes our society: <https://www.thoughtco.com/cultural-diffusion-definition-3026256>
8. Lotus Arise, Crisis of Development: Displacement, Environmental Problems, and Sustainability. (October 6, 2022). <https://lotusarise.com/crisis-of-development-sociology-upsc/>
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## **B.A. SOCIOLOGY**

### **II - Semester**

#### **DSC - 2**

### **STUDY OF INDIAN SOCIETY**

#### **COURSE OBJECTIVES:**

*The aim of the paper is to-*

1. Understand the philosophical base and diversities of Indian society.
2. Familiarise the students with the constituent institutions, such as marriage, family, kinship, and the caste system.
3. Examine the dynamics of rural and urban communities with current issues and debates concerning development.
4. Enhance students' comprehension of social transformation in India, a process of bringing about a new social order according to the vision of a just society.

#### **COURSE OUTCOME:**

*Upon completing this study, students will be able to-*

1. Understand the historical roots of Indian society.
2. Develop analytical perspectives in understanding marriage, family, kinship, and the caste system.
3. Make a scientific and comprehensive study of tribal-rural-urban communities.
4. Understand the influence of modernisation, globalisation, science, and technology on the social transformation process in India.

#### **Unit: I                    INTRODUCING INDIAN SOCIETY                    16 Hours**

1. Indian Society: Features
2. Philosophical Base: Vedas, Upanishads, Dharma, Purusharthas and Samskaras
3. Structure and Composition of Indian Society
4. Unity in Diversity, Factors of Continuity and Change

#### **Unit: II                    MARRIAGE AND FAMILY                    16 Hours**

1. Hindu Marriage as a Sacrament
2. Marriage among Different Religions in India
3. Family in India and Household dimensions of the Family
4. Changes in the institutions of Marriage and Family

**Unit: III      CASTE SYSTEM AND BACKWARD COMMUNITIES      16 Hours**

1. Caste System, Caste and Class, and the Dominant Caste
2. Scheduled Castes (SCs), and Scheduled Tribes (STs)
3. Other Backward Classes (OBCs)
4. Constitutional Provisions and Welfare Programmes of SCs, STs, and OBCs

**Unit: IV      TRIBAL, RURAL, AND URBAN COMMUNITY      16 Hours**

1. Tribal Community: Classification of Tribes, and Changes
2. Rural Community: Structure, and Changes
3. Urban Community and Urban Settlement
4. Tribal, Rural, and Urban Communities: Challenges, Welfare Measures,
5. Policies and Programmes

**Unit: V      SOCIAL TRANSFORMATION IN INDIA      16 Hours**

1. Sanskritisation, Westernisation, Modernisation and Globalisation
2. Science, Technology and Social Transformation
3. Innovation and Entrepreneurship
4. Sustainable Development Goals (SDGs)

**PEDAGOGY:**

- Field Visit, Assignment, Seminar, Group Discussion, etc.

## REFERENCES:

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## WEB SOURCES:

### Unit: I INTRODUCING INDIAN SOCIETY

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4. Mohanty, J.N. (2024). Indian philosophy. Encyclopedia Britannica. <https://www.britannica.com/topic/Indian-philosophyhttps://www.britannica.com/topic/Indian-philosophy>
5. Tanya Chauhan (2023). Times of University. Structure and Composition of Indian Society. <https://timesofuniversity.com/structure-and-composition-of-indian-society-sociology-b-a-2nd-year/>
6. Indian culture and heritage secondary course. <https://www.nios.ac.in/media/documents/SecIChCour/English/CH.19.pdf>
7. Diversity in Indian Society [https://www.govtgirlsekbalpur.com/Study\\_Materials/Sociology/Sociology\\_GE\\_Sem-II.pdf](https://www.govtgirlsekbalpur.com/Study_Materials/Sociology/Sociology_GE_Sem-II.pdf)
8. Anup Kumar Kapoor. Indian People: Racial Ethnic, Linguistic and religious elements and distribution of people. <https://ebooks.inflibnet.ac.in/antp04/chapter/indian-people-racial-ethnic-linguistic-and-religious-elements-and-distribution-of-people/>

### UNIT: II MARRIAGE AND FAMILY

1. Kinship, family and marriage in India. (2019). <https://mentors4ias.com/wp-content/uploads/2019/05/Kinship-Family-And-Marriage-In-India-Mentors4IAS.pdf>

2. Marriage, Family and Kinship. <https://www.sociologyguide.com/marriage-family-kinship/index.php>
3. Marriage, Family and Kinship. [https://nios.ac.in/media/documents/340-Gender\\_Studies/Ch-5.pdf](https://nios.ac.in/media/documents/340-Gender_Studies/Ch-5.pdf)
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### **UNIT: III CASTE SYSTEM AND BACKWARD COMMUNITIES**

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2. Donald Johnson, Jean Johnson. (2024). Jati: The caste system in India. Published by Asia society. <https://asiasociety.org/education/jati-caste-system-india>
3. Constitutional safeguards and protective measures. <https://ncsc.nic.in/files/ncsc/new6/261.pdf>
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6. Ministry of social justice and empowerment, GOI (2022). 'Details of schemes and programmes for the welfare scheduled castes'. <https://www.india.gov.in/scheduled-caste-welfare-division-ministry-social-justice-and-empowerment>
7. Govt. of Andhra Pradesh, Social welfare department. (2021). 'IV – Welfare, protection and social security. <https://socialwelfare.apcfss.in/schemes.html>

### **UNIT - IV: TRIBAL, RURAL, AND URBAN COMMUNITY**

1. Indian Society: Tribal, Rural and Urban <https://www.nios.ac.in/media/documents/331courseE/L-26%20INDIAN%20SOCIETY%20TRIBAL%20RURAL%20AND%20URBAN.pdf>
2. Kapur, Radhika. (2018). Indian society- Urban, rural and tribal. [https://www.researchgate.net/publication/323691689\\_Indian\\_Society\\_-\\_Urban\\_Rural\\_and\\_Tribal](https://www.researchgate.net/publication/323691689_Indian_Society_-_Urban_Rural_and_Tribal)
3. Tahmina Yahya, Sulemani Yahya. (2020). Social Characteristics and Differences of Urban and Rural Communities. DOI: 10.37899/journal-la-sociale.v1i5. <https://www.neliti.com/publications/433593/social-characteristics-and-differences-of-urban-and-rural-communities>

4. Indian Economy Rural India: Progress and Problems. (2023).  
<https://www.drishthias.com/daily-updates/daily-news-editorials/rural-india-progress-and-problems>
5. Urban Development: Issues and Challenges.  
<https://egyankosh.ac.in/bitstream/123456789/9890/1/Unit-12.pdf>
6. UNICEF. (2017). Urban Social Protection in India: Issues and Challenges.  
<http://niu.org/cfsc/sites/default/files/Urban%20Social%20Protection%20in%20India-V2.pdf>

#### **UNIT: V SOCIAL TRANSFORMATION IN INDIA**

1. Social transformation and problems.  
<https://egyankosh.ac.in/bitstream/123456789/18982/1/Unit-1.pdf>
2. Social problems in India.  
[https://profilelogin.admissiononline.com/UploadFiles/Documents/ProfileLogin/Subtitle/NColge\\_1372\\_Social%20Problems%20in%20India.pdf](https://profilelogin.admissiononline.com/UploadFiles/Documents/ProfileLogin/Subtitle/NColge_1372_Social%20Problems%20in%20India.pdf)
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<https://www.glbimr.org/pages/ojrm-11-1/Chapter%204%20-%20Volume%2011%20Jan%20-%20Jun.pdf>
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## B.A. SOCIOLOGY

### III - Semester

#### DSC - 3

## SOCIOLOGICAL THINKERS

### COURSE OBJECTIVES:

*The aim of the paper is to-*

1. Understand the foundational concepts and principles of social theory and its significance in sociological inquiry.
2. Analyse the contributions of Western sociological thinkers to the development of social theory.
3. Examine the key perspectives of functional and conflict thinkers and their relevance to understanding social structures and processes.
4. Explore the principles of symbolic interactionism and its application in understanding social interactions and meanings.
5. Familiarise students with the contributions of Indian sociologists to social theory and their perspectives on Indian society.

### COURSE OUTCOME:

*Upon completing this study, students will be able to-*

1. Demonstrate a comprehensive understanding of social theory and its importance in sociological analysis.
2. Critically evaluate the contributions of Western sociological thinkers and their impact on social theory.
3. Apply functional and conflict perspectives to analyse social institutions and processes.
4. Use symbolic interactionism to understand social interactions and the construction of meaning.
5. Analyse the contributions of Indian sociologists and their relevance to understanding Indian society and culture.
6. Develop critical thinking and analytical skills to apply social theory to real-world social issues and problems.

### Unit: I SOCIAL THOUGHT AND SOCIAL THEORY

16 Hours

1. Social Thought: Concept, Nature, and Importance
2. Development of Social Thought
3. Theory and Social Theory: Concept and Characteristics
4. Types of Theory: Micro, Meso, and Macro
5. Relationship between Social Thought and Social Theory; Scientific Methods in Sociology

**Unit: II WESTERN SOCIOLOGISTS 16 Hours**

1. August Comte: Law of Three Stages; Hierarchy of the Sciences
2. Herbert Spencer: Theory of Evolution; Organic Analogy
3. Karl Marx: Dialectical Materialism; Class Struggle
4. Emile Durkheim: Division of Labour; Suicide Theory
5. Max Weber: Social Action; Ideal Types

**Unit: III FUNCTIONAL AND CONFLICT THINKERS 16 Hours**

1. Talcott Parsons: Social System
2. Robert K. Merton: Manifest and Latent Functions, Postulates of Functionalism
3. Georg Simmel: Formal Sociology; Theory of Sociation
4. Lewis Alfred Coser: Social Conflict and Social Change
5. Ralf Gustav Dahrendrof: Authority and Conflict

**Unit: IV SYMBOLIC INTERACTIONISM 16 Hours**

1. Symbolic Interactionism: Concept, History and Development
2. George Herbert Mead: Mind, Self and Society
3. Herbert Blumer: Symbolic Interactionism
4. Charles Horton Cooley: Looking Glass Self
5. Erving Goffman: Dramaturgy, The Presentation of Self in Everyday Life

**Unit: V INDIAN SOCIOLOGISTS 16 Hours**

1. Govind Sadashiv Ghurye: Rural-Urbanisation; Culture and Civilization
2. Iravati Karve: Kinship; Joint Family
3. Mysore Narasimhachar Srinivas: Sanskritisation; Dominant Caste
4. Radhakamal Mukerjee: Social Structure of Values  
Dhurjati Prasad Mukerji: Tradition and Modernity
5. Contributions of Andre Beteille, and Hiremalluru Ishwaran to Sociology

**PEDAGOGY:**

- Assignment, Seminar, Group Discussion, etc.

## REFERENCES:

1. Abraham, Francis. (1984). *Modern Sociological Theory*, Orient Longman, Delhi.
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3. Bruce, Steve. (2018). *Sociology: A Very Short Introduction*. 2<sup>nd</sup> edition, Oxford University Press, New York.
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17. Parsons, T. (1951). *The Social System*. Free Press.
18. Merton, R.K. (1968). *Social Theory and Social Structure* (Enlarged ed.). Free Press.
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21. Cooley, C.H. (1902). *Human Nature and the Social Order*. New York: Charles Scribner's Sons.
22. Blumer, H. (1969). *Symbolic Interactionism: Perspective and Method*. University of California Press.
23. Goffman, E. (1959). *The presentation of self in everyday life*. Anchor Books.
24. Ghurye, G.S. (1945). *Culture and Society*. Bombay: Popular Prakashan.
25. Ghurye, G.S. (1969). *Caste and race in India* (5<sup>th</sup> ed.). Popular Prakashan.
26. Karve, Irawati. (1961). *Hindu Society: An Interpretation*. Poone: Deccan College.
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29. Srinivas, M. N. (1963). Social Change in Modern India. California, Berkeley: California University Press.
30. Srinivas, M.N. (1980). India: Social Structure. New Delhi: Hindustan Publishing.
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32. Nagla, B.K. (2007). Indian Sociological Thought, New Delhi: Rawat.
33. Mukerjee, D.P. (1958). Diversities, Delhi: Peoples Publishing House.

## WEB SOURCES:

### Unit: I SOCIAL THOUGHT AND SOCIAL THEORY

1. What is Theory?  
[https://socialsci.libretexts.org/Bookshelves/Social\\_Justice\\_Studies/Race\\_and\\_Ethnic\\_Relations\\_in\\_the\\_U.S.%3A\\_An\\_Intersectional\\_Approach/02%3A\\_Sociological\\_Theories\\_and\\_Patterns\\_of\\_Intergroup\\_Relations/2.01%3A\\_What\\_is\\_a\\_Theory](https://socialsci.libretexts.org/Bookshelves/Social_Justice_Studies/Race_and_Ethnic_Relations_in_the_U.S.%3A_An_Intersectional_Approach/02%3A_Sociological_Theories_and_Patterns_of_Intergroup_Relations/2.01%3A_What_is_a_Theory)
2. Sociology Theories  
<https://www.structural-learning.com/post/sociology-theories>
3. Theory in Sociology  
<https://understandingsociety.blogspot.com/2010/02/theory-in-sociology.html>

### Unit: II WESTERN SOCIOLOGISTS

1. Introducing Western Sociologist  
<https://ncert.nic.in/textbook/pdf/kesy204.pdf>
2. Classical Sociological Thinkers  
[https://ddceutkal.ac.in/Downloads/UG\\_SLM/Sociology/Core\\_5.pdf](https://ddceutkal.ac.in/Downloads/UG_SLM/Sociology/Core_5.pdf)
3. Western Sociologists  
[https://www.youtube.com/playlist?list=PLSbb2CWrpXiWxQukAI4\\_79MTYBkO5Cmqf](https://www.youtube.com/playlist?list=PLSbb2CWrpXiWxQukAI4_79MTYBkO5Cmqf)

### Unit: III FUNCTIONAL AND CONFLICT THINKERS

1. Functionalism <https://egyankosh.ac.in/bitstream/123456789/65140/1/Unit-2.pdf>
2. Talcott Parsons <https://www.asanet.org/talcott-parsons/>
3. Robert K. Merton <https://iasaarthi.com/sociology-answer-writing-blog/paper-1/robert-k-merton/>
4. Conflict Theory <https://www.investopedia.com/terms/c/conflict-theory.asp>
5. Karl Marx Sociologist  
<https://www.simplypsychology.org/sociological-theories-of-karl-marx.html>
6. The Functions of Social Conflict <https://www.beyondintractability.org/bksum/coser-functions>

### Unit: IV SYMBOLIC INTERACTIONISM

1. Symbolic Interaction theories  
<https://courses.lumenlearning.com/wm-introductiontosociology/chapter/reading-symbolic-interactionist-theory/>
2. George Herbert Mead  
<https://iep.utm.edu/mead/>
3. Charles Cooley's Looking Glass Self Theory

<https://study.com/academy/lesson/charles-horton-cooley-theory-microsociology.html>

4. Herbert Blumer's Symbolic Interactionism

<https://revisesociology.com/2023/03/06/herbert-blumer-symbolic-interactionism/>

5. Erving Goffman: The Presentation of Self in Everyday Life

<https://web.pdx.edu/~tothm/theory/Presentation%20of%20Self.htm>

## **Unit: V            INDIAN SOCIOLOGISTS**

1. Indian Thinkers

<https://www.sociologyguide.com/indian-thinkers/index.php>

2. Indian Sociological Thinkers

<https://www.tutorialspoint.com/indian-sociological-thinkers>

3. Indian social Thinkers

<https://sociology.iisuniv.ac.in/courses/subjects/indian-social-thinkers-3>

## **B.A. SOCIOLOGY**

### **III - Semester**

#### **Elective/ Optional**

### **3.1 SOCIOLOGY OF SPORTS**

#### **COURSE OBJECTIVES:**

*The aim of the paper is to-*

1. Understand the concept, origin, and development of sports and its significance in society.
2. Analyse the relationship between sports, intersectionality, social institutions, and culture transformation.
3. Examine the impact of sports on youth, including identity formation, career development, and challenges faced by athletes.
4. Explore the emerging trends and initiatives in sports.

#### **COURSE OUTCOME:**

*Upon completing this study, students will be able to-*

1. Understand sports' concept, origin, and significance.
2. Analyse sports' relationships with intersectionality, institutions, and culture.
3. Examine sports' impact on youth identity, careers, and challenges.
4. Explore emerging sports trends, technology, commercialisation, and globalisation.

#### **Unit: I INTRODUCTION 12 Hours**

1. Sports: Concept, Origin and Development; Traditional and Modern Sports
2. Philosophy of Sports, Sports and Nationalism, Sportsmanship
3. Sports Sociology: Its Emergence, Nature, Scope and Its Relevance
4. Theoretical Approach in Sports: Marx, Durkheim, Norbert Elias, Pierre Bourdieu, Social Learning Theory by Albert Bandura

#### **Unit: II SPORTS IN SOCIAL AND CULTURAL TRANSFORMATION 12 Hours**

1. Sports and Culture: Its Interrelationship
2. Sports and Intersectionality: Class, Race, Gender, Disability
3. Sports and Institutions: Family, School, College, University
4. Sports Socialisation: Role of Parents, Siblings, Friends, Teachers, Coach-Trainers

**Unit: III                      SPORTS, YOUTH AND CHALLENGES                      12 Hours**

1. Youth, Sports, and Identity, Career in Sports
2. Sports, Yoga, Health, and Well-Being
3. Deviance in Sports: Doping, Violence, and Cheating
4. Social Control in Sports: Rules, Regulations, and Disciplinary Actions

**Unit: IV                      EMERGING TRENDS AND INITIATIVES                      12 Hours**

1. Sports and ICT, Sports, Skills and Innovation
2. Sports, Media and Commercialisation; Globalisation and Sports
3. International Competitions: Olympic Games, Paralympic Games, Commonwealth Games
4. National Sports Policy (NSP)

**PEDAGOGY:**

- Assignment, Seminar, Group Discussion, Field Work, etc.

## REFERENCES:

1. Wenner, Lawrence A. (2023). *The Oxford Handbook of Sport and Society*. Oxford University Press.
2. Allen Guttmann, and David Charles Rowe. (2025). *Sociology of Sports*. Encyclopaedia Britannica. <https://www.britannica.com/sports/sports/Psychology-of-sports>
3. Arnold, R. (2021). Nationalism and Sport: A Review of the Field. *Nationalities Papers*, 49(1), 2–11. <https://doi.org/10.1017/nps.2020.9>
4. Jumle, Vihang. (2024). Sports and Nationalism: When Imagined Communities become National. Wiley-Online Library. DOI: <https://doi.org/10.1111/nana.13070>
5. Coakley, J. (2015). *Sports in Society: Issues and Controversies*. 11<sup>th</sup> Edition. McGraw Hill.
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7. Delaney, T., & Madigan, T. (2015). *The Sociology of Sports: An Introduction*. McFarland.
8. Drinkford, F. (1996). Philosophy of sports in the church. *Sports Ministry for Churches*, 13-21.
9. Jarvie, G. (1991). Sport, popular struggle and South African culture. *Sport, racism and ethnicity*, 175-89.
10. Miller, S. G. (2004). *Arete: Greek Sports from Ancient Sources*. Univ of California Press.
11. Morgan, W. (2006). *Why sports morally matter*. Routledge.
12. Hylton, K. (2009). *Race and Sport: Critical Race Theory*. New York: Routledge.
13. Prebish, C. S. (1993). *Religion and sport: The meeting of sacred and profane* (Vol. 36). Greenwood Press.
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<https://doi.org/10.1108/S1476-285420160000009003>
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17. Miller, T., Lawrence, G., McKay, J., & Rowe, D. (2001). *Globalization and Sport*. Sage, London.

## WEB SOURCES:

1. Sociology of Sports: Course Outline  
<https://www.scribd.com/document/585908597/SOCIOLOGY-OF-SPORTS>
2. Philosophy of Sports (2020)- Stanford Encyclopaedia of Philosophy  
<https://plato.stanford.edu/entries/sport/>
3. Social Learning Theory-Sporting Prodigy  
<https://sportingprodigy.com/guiding-children-toward-high-performance/foundations-of-child-psychology/key-psychological-theories-relevant-to-child-development/social-learning-theory/>
4. Sociology of Sports- Producing Knowledge  
<https://alg.manifoldapp.org/read/sociology-of-sport/section/6f14f3f3-1fbc-4cca-ac67-aa1496fa0bc2#:~:text=Figurational%20Theory%3A%20Sports%20are%20Collective%20Inventions&text=Figurational%20theory%20is%20based%20on.of%20networks%20of%20interdependent%20people.>
5. National Sports Policy 2024.  
[https://yas.gov.in/sites/default/files/NSP%202024%20Draft%20Policy\\_v3.pdf](https://yas.gov.in/sites/default/files/NSP%202024%20Draft%20Policy_v3.pdf)

## B.A. SOCIOLOGY

### III - Semester

#### Elective/ Optional

### 3.2 SOCIOLOGY OF YOUTH

#### COURSE OBJECTIVES:

*The aim of the paper is to-*

1. Understand the concept, origin, and development of youth and its significance in society.
2. Analyse the relationship between youth, social stratifications and culture transformation.
3. Examine the well-being and social concerns among youth.
4. Explore youth challenges and empowerment.

#### COURSE OUTCOME:

*Upon completing this study, students will be able to-*

1. Elucidate the concept of youth, its progression, and its influence on society.
2. Explore youth's involvement in establishing social boundaries and the complex relationships between youth, social stratification, and cultural transformation.
3. Highlight the well-being issues faced by young people, such as mental health, education, and employment, and to emphasise the necessity for specific interventions.
4. Address issues of youth empowerment and potential while underscoring the need for enabling conditions.

<b>Unit: I</b>	<b>INTRODUCTION</b>	<b>12 Hours</b>
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1. Youth: Concept, Traditional and Modern Trends
2. Philosophy of Youth; Youth and Nationalism
3. Sociology of Youth: Its Emergence, Nature, Scope and Its Relevance
4. Theoretical Approaches to Functional Youth Culture: Cultural Lag: W.F. Ogburn;  
Structural Lag: Riley
5. Psychosocial Theory of Development: Erikson; The Theory of Context and Community Influence

**Unit: II                    YOUTH CULTURE AND SOCIAL STRATIFICATION                    12 Hours**

1. Youth: Age Differentiation and Age Groups, Problems of Generations
2. Globalisation and Youth Culture; Identity Formation of Youth
3. Youth and Social Stratification: Caste, Race, Gender, Disabilities
4. Youth, Family and Socialisation
5. Youth Organisations and Community Engagement: National Cadet Corps (NCC), National Service Scheme (NSS), Youth Red Cross (YRC), National Green Corps (NGC)

**Unit: III                    YOUTH, WELL-BEING AND SOCIAL CONCERNS                    12 Hours**

1. Youth, Leisure and Music; Youth: Mental Health and Well-being
2. Youth and Food Culture; Youth and Sports
3. Youth Politics, Leadership, and Social Activism; Youth Unrest
4. Youth: Crime, Substance Abuse and Addiction Prevention
5. Youth as Power, Youth as Agents of Social Control

**Unit: IV                    YOUTH CHALLENGES AND EMPOWERMENT                    12 Hours**

1. Youth: Problems and Challenges
2. Education, Skills and Youth Empowerment
3. Youth: Unemployment and Employment; Youth and Career Development
4. Youth in Nation Building; Youth Media and Technology
5. Positive Youth Development (PYD); National Youth Policy and Programmes

**PEDAGOGY:**

- Assignment, Seminar, Group Discussion, Field Work, etc.

## REFERENCES:

1. Judith Bessant, Philippa Collin, and Patrick O’Keeffe. (2024). Research Handbook on the Sociology of Youth. DOI: <https://doi.org/10.4337/9781803921808.00007>
2. Antonucci, L., Hamilton, M., Roberts, S. (2014). Constructing a Theory of Youth and Social Policy. In: Antonucci, L., Hamilton, M., Roberts, S. (eds) *Young People and Social Policy in Europe. Work and Welfare in Europe.* Palgrave Macmillan, London. [https://doi.org/10.1057/9781137370525\\_2](https://doi.org/10.1057/9781137370525_2)
3. Dannie Kjeldgaard, Søren Askegaard, The Glocalization of Youth Culture: The Global Youth Segment as Structures of Common Difference, *Journal of Consumer Research*, Volume 33, Issue 2, September 2006, Pages 231–247, <https://doi.org/10.1086/506304>
4. Edmunds, June; Turner, Bryan S. (2005). "Global Generations: Social Change in the Twentieth Century". *British Journal of Sociology*. 56 (4): 559–577. doi:10.1111/j.1468 4446.2005.00083
5. White, Wyn, and Albanese. (2011). *Youth & Society: Exploring the Social Dynamics of Youth Experience.* Oxford University Press: Canadian Edition.
6. Kumar, S. (2019). *Youth in India: Aspirations, Attitudes, Anxieties.* London: Routledge Publications.
7. France, Alan, Julia Coffey, Steven Roberts and Catherine Waite. (2020). *Youth Sociology.* London: Red Globe Press.
8. Muncie, J. (2014). *Youth and Crime, (4<sup>th</sup> edition),* New Delhi: Sage Publications.
9. McKinney, Kathleen and Barbara S Heys (Eds). (2009). *Sociology Through Active Learning, 2<sup>nd</sup> Edition,* Pine Forge Press, New Delhi.
10. White, Shelley K and others (Eds) (2015). *Sociologists in Action on Inequalities.* Sage, New Delhi.
11. Gangrade, K.D. (1970). Inter-generational Conflict: A Sociological Study of Indian Youth. *Asian Survey*, Vol.10, No.10. pp.924-36.
12. Jeffrey, Craig. (2010). Timepass: Youth, class and time among unemployed young men in India, *American Ethnologist*, Vol.37, No.3, pp.465-481.
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14. Lukose, Ritty (2005). Consuming Globalisation: Youth and Gender in Kerala, India, *Journal of Social History*, Vol.38, No.4, pp. 915-935
15. Mannheim, Karl. 1952). The Problem of Generations. In Kecskemeti, Paul (ed.). *Essays on the Sociology of Knowledge: Collected Works, Volume 5.* New York: Routledge. p. 276–322
16. Mathur, Charu & others. (2014). Change in Tobacco Use Over Time in Urban Indian Youth: The Modernity Role of Socioeconomic Status, Health, Education & Behaviour, Vol.41, No.2, pp.121-126
17. Riley, Matilda White. (1987). On the Significance of Age in Sociology. *American Sociological Review*, Vol.52, No.1, pp.1-14
18. Aikara, Jakob. (2004). *Education Sociological Perspective,* Jaipur: Rawat Publications
19. Mohammad, Noor and Matin Abdul. (1995). *Indian Youth Problems and Prospects.* New Delhi: Ashish Publishing House.

20. Nair, Sadashivan, Murali Dhar Vemuri and Faujdar Ram. (1989). Indian Youth: A Profile New Delhi, Mittal Publications.
21. Ahuja, Ram. (2001). Social Problems in India. Jaipur: Rawat Publications
22. Madan, G.R. (1990). Indian Social Problems. Vol.2. New Delhi: Allied Publishers.
23. Planning Commission. (2001). Plans and Prospects of Social Welfare in India (1991-2001). New Delhi: Govt. of India.

#### **WEB SOURCES:**

1. Theories and Concepts in Youth Studies. (2015). Newcastle Youth Studies Group, The University of Newcastle, Australia.  
[https://www.newcastle.edu.au/\\_data/assets/pdf\\_file/0003/202287/Youth-Symposium-TheoriesAndConceptsInYouthStudies.pdf](https://www.newcastle.edu.au/_data/assets/pdf_file/0003/202287/Youth-Symposium-TheoriesAndConceptsInYouthStudies.pdf)
2. Understanding the Youth Development Model. U.S. Department of Education.  
<https://educationnorthwest.org/sites/default/files/resources/factsheet13.pdf>
3. Positive Youth Development. eGyanKosh  
<https://www.egyankosh.ac.in/bitstream/123456789/77860/1/Unit-13.pdf>

## B.A. SOCIOLOGY

### IV - Semester

#### DSC - 4

## STUDY OF RURAL AND URBAN SOCIETY

### COURSE OBJECTIVES:

*The aim of the paper is to-*

1. Comprehend the sociological dimensions of rural and urban societies in India.
2. Analyse the structural and functional aspects of rural and urban communities.
3. Examine the processes of rural and urban development and their impact on society.
4. Evaluate the role of policies and programs in shaping rural and urban development.

### COURSE OUTCOME:

*Upon completing this study, students will be able to-*

1. Demonstrate an understanding of rural and urban sociology concepts and theories.
2. Analyse the social, economic, and cultural dynamics of rural and urban societies.
3. Evaluate the effectiveness of rural and urban development initiatives.
4. Apply sociological perspectives to address issues and challenges in rural and urban contexts.

### Unit: I INTRODUCTION 16 Hours

1. Evolution of Village Society; Settlement Patterns; Rural Society: Concept, Features, Significance
2. Social Construction of Rural Societies; Jajmani System
3. Urban Society: Concept, Origin, Features, Significance
4. Types of Cities; Urban Ecology
5. Rural-Urban Differences and Linkages

### Unit: II RURAL SOCIETY 16 Hours

1. Rural Social Institutions: Family, Marriage, Religion, Caste, Education
2. Rural Economy: Land Tenure System; Land Reforms, Weekly Market
3. Panchayat Raj System; Agrarian Social Structure
4. Rural Problems: Poverty, Illiteracy, Unemployment, Indebtedness, Health and Sanitation, Climate Change and Agriculture

**Unit: III RURAL DEVELOPMENT 16 Hours**

1. Rural Development: Meaning, Objectives, Factors
2. Rural Development Programmes: CDP, JJM, PMGSY, MGNREGA, PURA, PMAY-G, Swachh Bharat Mission-Gramin
3. Challenges to Sustainable Rural Development
4. Globalisation, ICT and Rural Development

**Unit: IV URBAN SOCIETY 16 Hours**

1. Urban Concepts: City, Metropolitan, Suburbs, Urban Fringe, Urbanisation, Urbanism as a Way of Life
2. Types of Cities; Factors responsible for Urbanisation
3. Urban Institutions: Family, Marriage, Caste and Class, Education
4. Urban Problems: Population, Migration, Over Urbanisation, Poverty, Unemployment, Crime, Slums, Pollution

**Unit: V URBAN PLANNING AND DEVELOPMENT 16 Hours**

1. Trends and Patterns of Urbanisation in India
2. Urban Governance- It's Principles, Challenges to Urban Governance
3. Urban Policies and Planning; Agencies in Urban Development
4. Recent Urban Development Programmes: Swachh Bharat Mission-Urban, AMRUT, PMAY-U, HRIDAY, Smart Cities Mission, DAY-NULM
5. Role of Sociologists in Urban Planning

**PEDAGOGY:**

- Assignment, Seminar, Group Discussion, Field Work, etc.

## REFERENCES:

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18. Datta, A. (2015). *New Urban Utopias of Postcolonial India: Entrepreneurial Urbanization in Dholera Smart City, Gujarat*. *Dialogues in Human Geography*.
19. Bhatt, M.R. (1995). NGOs and the State: Partners in Development? *The Indian Journal of Public Administration*.

## WEB SOURCES:

### Unit: I INTRODUCTION

1. Rural Society <https://www.sociologydiscussion.com>
2. Rural Social Structure <https://egyankosh.ac.in>
3. Urban society <https://www.ombudsman.gov.ph>

### Unit: II RURAL SOCIETY

1. Land Reforms <https://www.britannica.com>
2. Panchayati Raj System in India: A Way Ahead <https://www.galgotiasuniversity.edu.in>

### **Unit: III RURAL DEVELOPMENT**

#### 1. Rural Development

[https://www.google.com/url?sa=t&source=web&rct=j&opi=89978449&url=https://ir.nbu.ac.in/bitstreams/20b32514-f0f0-41b5-8482-2afb2ba27596/download&ved=2ahUKEwj\\_sNexvu-MAxW8T2cHHebhJ8gQFnoECDgQAQ&usg=AOvVaw1zhNhH4mPggtgw8gSCYC5C](https://www.google.com/url?sa=t&source=web&rct=j&opi=89978449&url=https://ir.nbu.ac.in/bitstreams/20b32514-f0f0-41b5-8482-2afb2ba27596/download&ved=2ahUKEwj_sNexvu-MAxW8T2cHHebhJ8gQFnoECDgQAQ&usg=AOvVaw1zhNhH4mPggtgw8gSCYC5C)

#### 2. The Impact of Globalization on Rural Development in India

<https://www.google.com/url?sa=t&source=web&rct=j&opi=89978449&url=http://zenithresearch.org.in/images/stories/pdf/2021/MARCH/ZIJMR/zijmr16march21-jrt.pdf&ved=2ahUKEwjrs07Wvu-MAxUkcGwGHegOE78QFnoECGcQAQ&usg=AOvVaw368rNKQ9NL98fvIq5cXhu>

#### 3. Rural Schemes

<https://www.google.com/url?sa=t&source=web&rct=j&opi=89978449&url=https://rural.gov.in/en/scheme-websites&ved=2ahUKEwjR7IyDv--MAxUYdmwGHccuN88QFnoECDEQAQ&usg=AOvVaw2y77xjAHmiOkZzwMoMybkh>

#### 4. What Are the Essentials of Sustainable Development in Rural Areas?

<https://www.lotus-project.org/blog/2024/7/7/top-challenges-for-sustainable-development-in-rural-areas>

### **Unit: IV URBAN SOCIETY**

#### 1. Urban Sociology

<https://www.sociologylens.in/2021/07/urban.html?m=1>

#### 2. Urban Society in India

<https://hubsociology.com/urban-society-in-india-comprehensive-note/>

#### 3. Classification of Urban Settlements

[https://www.google.com/url?sa=t&source=web&rct=j&opi=89978449&url=https://www.nnsaikiacollege.org/images/department/geography/Student\\_Corner/PPT/Classification\\_of\\_Urban\\_Settlement.pdf&ved=2ahUKEwjY2dSewO-MAxUa3TgGHfpTMocQFnoECH4QAQ&usg=AOvVaw0M0kPiONjScOm8l3j3KQ0V](https://www.google.com/url?sa=t&source=web&rct=j&opi=89978449&url=https://www.nnsaikiacollege.org/images/department/geography/Student_Corner/PPT/Classification_of_Urban_Settlement.pdf&ved=2ahUKEwjY2dSewO-MAxUa3TgGHfpTMocQFnoECH4QAQ&usg=AOvVaw0M0kPiONjScOm8l3j3KQ0V)

#### 4. Urbanization in India, Impacts

<https://vajiramandravi.com/upsc-exam/urbanization/>

#### 5. Urban Issues

<https://edukemy.com/blog/urban-issues-upsc-indian-society-notes/>

### **Unit: V URBAN PLANNING AND DEVELOPMENT**

#### 1. Urban Governance

<https://www.sciencedirect.com/topics/social-sciences/urban-governance>

#### 2. What is Urban Governance?

<https://gsdrc.org/topic-guides/urban-governance/concepts-and-debates/what-is-urban-governance/>

#### 3. Urban Development Policies and Programmes

[https://www.google.com/url?sa=t&source=web&rct=j&opi=89978449&url=https://egyankosh.ac.in/bitstream/123456789/9889/1/Unit-13.pdf&ved=2ahUKEwiXooLBwe-MAxVv1jgGHcsxPegQFnoECFgQAQ&usg=AOvVaw3a8Bf\\_3qtyjofpsnLd6hNX](https://www.google.com/url?sa=t&source=web&rct=j&opi=89978449&url=https://egyankosh.ac.in/bitstream/123456789/9889/1/Unit-13.pdf&ved=2ahUKEwiXooLBwe-MAxVv1jgGHcsxPegQFnoECFgQAQ&usg=AOvVaw3a8Bf_3qtyjofpsnLd6hNX)

#### 4. Urban Policy

<https://www.sciencedirect.com/topics/social-sciences/urban-policy>

5. Role of Organizations Involved in Urban Development  
<https://frontdesk.co.in/forum/Thread-Role-of-organizations-involved-in-urban-development?pid=2573>
6. Role of NGO in Urban Areas  
<https://www.slideshare.net/slideshow/role-of-ngo-in-urban-areas/238919765>
7. Urban Development  
<https://www.pmi.org/most-influential-projects-2021/top-10-by-industry/urban-development>
8. What is Urban Planning?  
<https://byjus.com/free-ias-prep/urban-planning/>

## **B.A. SOCIOLOGY**

### **IV - Semester**

#### **Elective/ Optional**

### **4.1 SOCIOLOGY OF LAW**

#### **COURSE OBJECTIVES:**

*The aim of the paper is to-*

1. Understand the sociological perspective on law and its role in shaping society.
2. Apply sociological theories to understand Indian laws and their applications.
3. Analyse the relationship between law and social institutions.
4. Examine the impact of law on social change and social control.

#### **COURSE OUTCOME:**

*Upon completing this paper, students will be able to-*

1. Have a general understanding of the development of the sociology of law and law and society as intellectual fields.
2. Understand sociological perspectives about the role of law in society and whose interests the law serves.
3. Be able to apply specific theoretical perspective(s) to everyday conflicts that touch upon legal issues.
4. Critically discuss and analyze under what circumstances law can produce social change, social control, equality and justice.
5. Have an understanding of the structure of the legal profession and its significance in the society.

#### **Unit: I INTRODUCTION**

**10 Hours**

1. Law: It's Evolution, Concept, Nature, It's Significance, Law as Profession
2. Key Concepts: Social Norms, Social Control and Law; Relationship between Law and Society
3. Need of Study of Sociology of Law, Its Features and Scope
4. Sociological Perspectives on Law: Emile Durkheim, Max Weber, Eugen Ehrlich, Nicholas S. Timasheff, Georges Gurvitch

**Unit: II                    LAW AND SOCIAL INSTITUTIONS                    14 Hours**

1. Law and Family: Marriage, Dowry, Divorce, Powers of Karta, Inheritance Laws in India, Adoption
2. Law and Education: Right to Education, Right to Information Act, NEP
3. Law and Economy: Labour Laws, Consumer Protection Laws
4. Law and Politics: Human Rights, Election Laws, Laws Governing Political Parties
5. Lawyer and Advocate; Relationship between Advocate and Court; Advocate and Client, Bar Bench Relations

**Unit: III                    FUNCTIONS OF LAW IN SOCIETY                    10 Hours**

1. Law as a Formal Means of Social Control, and Social Change in India
2. Law and its Impact on Social Order and Values
3. Crime and Law: Prison, Police and Court
4. Impact of Globalisation on Indian Law and Society

**Unit: IV                    INDIAN LEGAL SYSTEM AND EMERGING ISSUES                    14 Hours**

1. Structure of the Indian Legal System: Judiciary, Legislature, and Executive
2. Laws and Regulations: Constitution, IPC, CrPC, and Evidence Act
3. Law and Environment: Environmental Laws, Policies, and Challenges
4. Law and Technology: Digital India Act; Cyber Laws; Surveillance, Ethics and Law
5. Law and Social Justice: Challenges and Initiatives

**PEDAGOGY:**

- Assignment, Seminar, Group Discussion, Field Work, etc.

## REFERENCES:

1. Gurvitch, Georges. (2001). *Sociology of Law*. New Brunswick, NJ: Transaction (orig. 1947).
2. Timasheff, Nicholas S. (2002). *An Introduction to the Sociology of Law*. New Brunswick, NJ: Transaction (orig. 1939).
3. Weber, Max. (1954). *On Law in Economy and Society*, edited by Max Rheinstein. New York: Simon and Schuster (orig. 1922).
4. Diwan, Paras. (2021 Ed.). *Family Law*. Allahabad Law Agency, Faridabad, Haryana.
5. Gupta, Shrinivas and Chauhan, Garima. (2020 Ed.). *E.L. Bhagiratha Rao's Marriage Laws and Family Courts Act, Along with Case Law & Model Forms*. Asia Law House, Hyderabad.
6. Abel, R. (1995). *The law and society reader*. New York: New York Univ. Press.
7. Ahuja, R. (2012). *Criminology*, New Delhi: Rawat.
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16. Jaswal, P.S. and Jaswal, N. (1996). *Human Rights and the Law*, APH Publishing Corporation.
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18. Larson, E. and Schmidt, P. (2014). *The law and society reader II*, New York: New York Univ. Press.
19. Lyon, D. (2001). *Surveillance Society*. Buckingham: Open University Press.
20. Macaulay, S., Friedman, L. and Stookey, J. (1995). *Law & Society: Readings on the Social Study of Law*, New York: Norton.
21. Newell, B.C., Timan, T. and Koops, B. (2019), *Surveillance, Privacy and Public Space*, New York: Routledge.
20. Sarat, A. (2004). *The Blackwell Companion to Law & Society*. Malden, MA: Blackwell.

## WEB SOURCES:

1. Sociological Approach to Law. <https://www.nascollege.org/econtent/ecotent-10-4-20/ms%20deepika%20srivastav/deepika%20LL.M.%20II%20apr%202020-converted%2017-4.pdf>
2. Sociological Theories of Law  
[https://deflem.blogspot.com/2007/07/sociological-theories-of-law-2007.html#:~:text=Eugen%20Ehrlich%20\(1862%2D1922\),law%20from%20a%20sociological%20viewpoint](https://deflem.blogspot.com/2007/07/sociological-theories-of-law-2007.html#:~:text=Eugen%20Ehrlich%20(1862%2D1922),law%20from%20a%20sociological%20viewpoint)

## **B.A. SOCIOLOGY**

### **IV - Semester**

#### **Elective/ Optional**

### **4.2 SOCIOLOGY OF TOURISM**

#### **COURSE OBJECTIVES:**

*The aim of the paper is to-*

1. Introduce students to the basic concepts, types, and scope of tourism.
2. Provide an understanding of the historical evolution of tourism with a focus on India.
3. Analyse the socio-economic, religious, and environmental impact of tourism on host communities.
4. Examine the tourism system and its components including sustainability and policy-making.

#### **COURSE OUTCOME:**

*Upon completing this paper, students will be able to-*

1. Gain knowledge on the history of tourism, sociology of tourism and sociological theories.
2. Identify and categorise various types of tourism, their significance, and be aware of its impact.
3. Develop skills for tourism development, and get information regarding job opportunities in tourism.
4. Understand the changing patterns, sustainable practices, and tourism policy in India.

#### **Unit: I INTRODUCTION**

14 Hours

1. Concept of Tour, Tourist, Tourism, and Tourist Guide
2. Tourism: History, Origin, and Nature
3. Tourism in India: Ancient, Medieval and Modern Times
4. Sociology of Tourism: Meaning, Subject Matter, Relevance of the Study
5. Thomas Cook- Father of Modern Tourism; Butler's Model of Tourism; Push and Pull Motivation Theory in Tourism

#### **Unit: II STRUCTURE AND TYPES OF TOURISM**

14 Hours

1. Relationship between Tourism, Leisure and Recreation
2. Development and Structure of the Tourists' System
3. Cultural Tourism, Religious Tourism, Heritage Tourism, Conference Tourism
4. Eco-Tourism, Educational Tourism, Sports Tourism
5. Medical Tourism, Food Tourism, Adventure Tourism and Business Tourism

**Unit – III      TOURISM: IMPACTS AND OPPORTUNITIES      10 Hours**

1. Impact of Tourism (Social, Economic, Religious, Environment, Educational), Pros and Cons of Tourism
2. Solo Traveller; Motivation and Role of Tourist
3. Tourism and Cultural Exchange; Tourism and Locals; Hosts and Guests: Mutual Impact
4. Tourism, Skill and Employment Opportunities

**Unit: IV      TOURISM IN INDIA      10 Hours**

1. Emerging Trends of Tourism in India
2. Tourism and Environmental Concerns, Sustainability of Communities
3. ICT and Tourism, Virtual Tourism
4. Tourism Policy and Planning in India

**PEDAGOGY:**

- Assignment, Seminar, Group Discussion, Field Work, etc.

## REFERENCES:

1. Erdinc Cakmak. (2022). *Sociology of Tourism*. Oxford Bibliographies. DOI: <https://doi.org/10.1093/OBO/9780199756384-0263>
2. Kateryna Vovk. (2025). *Sociological Aspects of Tourism Digitalization*. Chapter-Economic Sciences. DOI: <https://doi.org/10.30525/978-9934-26-562-4-9>
3. Burns, Peter M. (1999). *An Introduction to Tourism and Anthropology*, Routledge, London.
4. Fletcher, John & others. (2018). *Tourism: Principles and Practice*, 6<sup>th</sup> Edition, Pearson, UK.
5. Nash, Dennis. (2007). *The Study of Tourism: Anthropological and Sociological Beginnings*, Elsevier, Amsterdam.
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7. Hwang, Leo. (2017). *Butler's Tourism Area Life Cycle and Its Expansion to the Creative Economy*. *The Sage International Encyclopedia of Travel and Tourism*. ed. Linda L. Lowry, SAGE Publications, Inc. [https://www.communityeconomies.org/sites/default/files/2017-12/the-sage-international-encyclopedia-of-travel-and-tourism\\_i3124.pdf](https://www.communityeconomies.org/sites/default/files/2017-12/the-sage-international-encyclopedia-of-travel-and-tourism_i3124.pdf)
8. Jumrin Said, and Maryono Maryono. (2018). *Motivation and Perception of Tourists as Push and Pull Factors to Visit National Park*. *E3S Web of Conferences*, Volume 31, Article No. 08022. ICENIS-2017. DOI: <https://doi.org/10.1051/e3sconf/20183108022>
9. Eric Zuelow. (2015). *The History of Modern Tourism*. Palgrave MacMillan.
10. M.R. Dileep. (2018). *Tourism: Concepts, Theory and Practice*. I.K. International Publishing House, Pvt. Ltd.
11. Urry, John. (1998). *The Tourist Gaze: Leisure and Travel in Contemporary Societies*, Sage, New Delhi.
12. Johnston, Josee and others. (2017). *Introducing Sociology: Using the Stuff of Everyday Life*, Routledge, London.
13. McKinney, Kathleen and Barbara S. Heys. (2009). *Sociology through Active Learning*, 2<sup>nd</sup> Edition, Pine Forge Press, New Delhi.
14. White, Shelley K and others. (2015). *Sociologists in Action on Inequalities*, Sage, New Delhi.
15. Bhatia, A. K. (2002). *Tourism Development: Principles and Practices*. Sterling Publishers Pvt. Ltd.
16. Goeldner, C.R., & Ritchie, J.R.B. (2012). *Tourism: Principles, Practices, Philosophies*. 12<sup>th</sup> Ed. Wiley.
17. Yiorgos Apostolopoulos, Stella Leivadi, Andrew Yiannakis. (2001). *The Sociology of Tourism: Theoretical and Empirical Investigations*. 1<sup>st</sup> Edition. Routledge.
18. Robinson, P. (Ed.). (2012). *Tourism: The Key Concepts*. Taylor & Francis Group.
19. Smith, M.K., MacLeod, N.E., & Robertson, M.H. (2010). *Key Concepts in Tourist Studies*. SAGE Publications Ltd.
20. Mathieson, A., & Wall, G. (1982). *Tourism: Economic, Physical and Social Impacts*. Longman.
21. Leiper, N. (2004). *Tourism Management* (3rd ed.). Pearson Education.
22. Weaver, D. B. (2006). *Sustainable Tourism: Theory and Practice*. Elsevier.

23. Bob McKercher and Bruce Prideaux. (2020). Tourism Theories, Concepts and Models. Goodfellow Publishers Limited, 26 Home Close, Wolvercote, Oxford OX2 8PS  
<http://www.goodfellowpublishers.com>
24. Schwabe G., Schmutz R. (2020). Digital Transformation and the Changing Tourist Experience: The Role of Technology in Shaping the Future of Travel. Tourism Review International. Vol. 24 (1). Pp: 1-16. DOI: <https://doi.org/10.3727/153976220X15853623278814>

#### WEB SOURCES:

1. Introducing Sociology of Tourism  
<https://uogqueensmcf.com/wp-content/uploads/2020/BA%20Modules/Sociology/1.%20Sociology%20modules/Year%20t wo/Semester%201/Sociology%20of%20tourism%201st.pdf>
2. Father of Tourism  
<https://testbook.com/articles/father-of-tourism#:~:text=Thomas%20Cook%2C%20the%20famous%20British,round-the-world%20tour.>
3. Butler's Model: The Cycle of Evolution of a Tourist Resort  
<http://www.adorngeo.com/butlers-model.html>
4. Tourism and Culture  
<https://www.unwto.org/tourism-and-culture>
5. Journal of Heritage Tourism  
<https://www.tandfonline.com/toc/rjht20/current>
6. Hall, C.M., & Lew, A.A. (2009). Understanding and Managing Tourism Impacts: An Integrated Approach. Routledge.  
<https://www.routledge.com/Understanding-and-Managing-Tourism-Impacts-An-Integrated-Approach/Hall-Lew/p/book/9780415771337>
7. Environmental Impact of Tourism  
<https://www.sciencedirect.com/topics/earth-and-planetary-sciences/environmental-impact-of-tourism>
8. Tourism, OECD.  
<https://www.oecd.org/cfe/tourism/>
9. Making Tourism more Sustainable: A Guide for Policy Makers  
<https://www.unep.org/resources/report/making-tourism-more-sustainable-guide-policy-makers>
10. Threats and Obstacles to Tourism  
<https://egyankosh.ac.in/bitstream/123456789/42438/1/Unit-35.pdf>

## **B.A. SOCIOLOGY**

### **IV Semester**

### **Skill Paper - I**

## **PROFESSIONAL ETHICS AND VALUES**

### **COURSE OBJECTIVES:**

*The aim of the paper is to-*

1. Understand the significance of ethics and values in professional behaviour.
2. Analyse the impact of ethical values on personal and professional communication relationships.
3. Develop strategies to foster a positive work culture.
4. Conduct a SWOT analysis to identify opportunities for enhancing work ethics. Create a plan for cultivating a positive work culture using the SCORE framework.
5. Discuss the importance of ethics in relation to environmental sustainability and develop a code of conduct that promotes ethical practices within global initiatives.
6. Evaluate how information and communication technology (ICT) can contribute to the advancement of ethics and sustainability.

### **COURSE OUTCOME:**

*Upon completing this paper, students will be able to-*

1. Develop a personal code of ethics for professional practice.
2. Evaluate the role of ethics in both personal and professional communication.
3. Build a positive work culture through effective work ethics.
4. Evaluate the role of ICT in promoting ethics and sustainability.

### **Unit: I INTRODUCTION**

**12 Hours**

1. Ethics: Nature, Significance, Uses of Ethics in daily Life
2. Values: Nature, Significance, Uses of Values in daily Life
3. Profession: Nature, Significance, and Types of Professions (*Teaching, Medical, Technical, Legal, Business*)
4. Professional Ethics and Values, Professional Growth and Development

**Unit: II ETHICS AND VALUE EDUCATION 12 Hours**

1. Value Education: Concept and Principles of Value Education
2. Scope and Significance of Value Education
3. Types of Ethics and Value Education: Formal and Informal
4. Effective Professional Communication (*Reading, Writing, and Speaking*)

**Unit: III WORK ETHICS AND CULTURE 12 Hours**

1. Work Ethics: Punctuality, Discipline, Cleanliness, Law Abidingness, Rational Thinking and Scientific Temper
2. Work Culture: Nature, Features and Significance
3. Effective Work Place Culture, Measures and Improvements
4. SWOT and SCORE Analysis (SWOT: *Strength, Weakness, Opportunities and Threats*; SCORE: *Strengths, Challenges, Options, Responses, Effectiveness*)

**Unit: IV ETHICS AND GLOBAL INITIATIVES 12 Hours**

1. Environmental Ethics
2. Ethics and Code of Conduct
3. Corporate Social Responsibility
4. Ethics in Information and Communication Technology

**PRACTICAL:**

- Case Study Method, Reflective Practice, Role-Play, and Group Discussions, apply to all the four units.

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2. Professional Ethics and Code of Conduct (2025).  
<https://www.iaa.govt.nz/for-advisers/adviser-tools/ethics-toolkit/professional-ethics-and-codes-of-conduct/>
3. History of Ethics  
[https://en.m.wikipedia.org/wiki/History\\_of\\_ethics#:~:text=In%20his%20personal%20life%2C%20Socrates,good%20because%20it%20was%20divine](https://en.m.wikipedia.org/wiki/History_of_ethics#:~:text=In%20his%20personal%20life%2C%20Socrates,good%20because%20it%20was%20divine)
4. Importance of Values and Ethics  
<https://assignmentpoint.com/importance-values-ethics/>
5. Importance of Ethics- Management Study Guide.  
<https://www.managementstudyguide.com/importance-of-ethics.htm>
6. Basic Workplace Ethics for an Organization. Management Study Guide.  
<https://www.managementstudyguide.com/workplace-ethics.htm/>

**B.A. SOCIOLOGY**

**V - SEMESTER**

**DSC - 5**

**CONTEMPORARY SOCIAL PROBLEMS**

**COURSE OBJECTIVES:**

*The aim of the paper is to-*

1. To introduce concepts, theories, and frameworks for understanding social problems.
2. To examine key contemporary issues across family, demographics, economy, deviance, and global contexts.
3. To foster analysis of causes, consequences, and interventions using sociological perspectives.
4. To promote awareness of Indian-specific challenges and policy measures.

**COURSE OUTCOME:**

*Upon completing this study, students will be able to:*

1. Enhance ability to identify and classify social problems using structural-functional, conflict, and other theories.
2. Critical evaluation of issues like population, poverty, crime, and environmental degradation with real-world examples.
3. Understand the roles of Government, NGOs, and sociologists in solutions.
4. Induce skills for applying knowledge to policy critique and sustainable development.

**Unit: I INTRODUCTION**

**16 Hours**

1. Social Problems: Conceptual Framework, Nature, Features, Types, Consequences
2. Social Disorganisation: Concept, Nature, Types, Causes
3. Approaches to Social Problems: Structural and Functional Theories
4. Conflict Perspective, and Anomie Theory
5. Differential Association Theory

<b>Unit: II</b>	<b>SOCIAL INSTITUTIONS AND ISSUES</b>	<b>16 Hours</b>
<ol style="list-style-type: none"> <li>1. Family Disorganisation: Marital Conflicts, Divorce, Single Parenting, Changing Family Dynamics</li> <li>2. Child Issues: POCSO Act, 2012; Elderly Neglect; Inter-generational Conflict</li> <li>3. Gender Issues: Women; Men, and LGBTQ+; Legislative Measures</li> <li>4. Caste, Class, Tribe, and Religion</li> <li>5. Weaker Sections: Scheduled Castes (SCs); Scheduled Tribes (STs); Other Backwards Classes (OBCs), and Persons with Disabilities (PwDs) – Legislative Measures</li> </ol>		

<b>Unit: III</b>	<b>DEMOGRAPHIC AND ECONOMIC CHALLENGES</b>	<b>16 Hours</b>
<ol style="list-style-type: none"> <li>1. Population Explosion: Trends, Causes, Effects, National Population Policy</li> <li>2. Poverty: Concept, Types, Causes, Programmes and Schemes</li> <li>3. Unemployment: Concept, Causes, Types, Government Initiatives</li> <li>4. Health and Sanitation, Mental Health Stigma and Suicide</li> <li>5. Environmental Degradation: Pollution, Agrarian Distress</li> </ol>		

<b>Unit: IV</b>	<b>SOCIAL DEVIANCE AND DISORDER</b>	<b>16 Hours</b>
<ol style="list-style-type: none"> <li>1. Social Deviance: Conceptual Framework, Features and Types</li> <li>2. Crime: Nature, Types, Causes, Consequences, Measures</li> <li>3. Juvenile Delinquency: Nature, Causes, Effects, Measures</li> <li>4. Alcoholism; Drug Abuse; Prostitution and HIV/AIDS</li> <li>5. Corruption: Nature, Types, Causes, Consequences</li> </ol>		

<b>Unit: V</b>	<b>CONTEMPORARY ISSUES</b>	<b>16 Hours</b>
<ol style="list-style-type: none"> <li>1. National Integration Challenges: Communalism, Regionalism; Terrorism; Border Issues</li> <li>2. Emerging Frontiers: Digital Divide; Cybercrime; Deepfakes – Pros and Cons</li> <li>3. Globalisation: Cultural Hybridisation Impacts</li> <li>4. Sustainable Development: Nature and Challenges</li> <li>5. Societal Issues: Role of Government, NGOs, and Sociologists</li> </ol>		

<b>PEDAGOGY:</b>
<ul style="list-style-type: none"> <li>• Assignment, Seminar, Group Discussion, Field Work, Awareness Campaigns, etc.</li> </ul>

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### Unit: I INTRODUCTION

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3. [https://archive.nptel.ac.in/content/syllabus\\_pdf/109103022.pdf](https://archive.nptel.ac.in/content/syllabus_pdf/109103022.pdf)
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5. <https://mis.alagappauniversity.ac.in/siteAdmin/dde-admin/uploads/3/PG M.A. Sociology INDIAN%20SOCIAL%20PROBLEMS-35131.pdf>
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7. <https://www.kuk.ac.in/lms/syllabus?did=0Q%3D%3D&sid=MTAwNQ%3D%3D&pn=TVNX>
8. [https://www.spuvvn.edu/orbit-cdn/uploads/Syllabi\\_data/bsw/first semester 2021 22/UA01GBSW52%20Social%20Problems%20in%20India.pdf](https://www.spuvvn.edu/orbit-cdn/uploads/Syllabi_data/bsw/first semester 2021 22/UA01GBSW52%20Social%20Problems%20in%20India.pdf)

### Unit: II SOCIAL INSTITUTIONS AND ISSUES

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12. <https://egyankosh.ac.in/bitstream/123456789/88984/3/Block-4.pdf>
13. <https://depwd.gov.in/en/>

### **Unit: III DEMOGRAPHIC AND ECONOMIC CHALLENGES**

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3. <https://ejtas.com/index.php/journal/article/download/434/350>
4. <https://crossasia-repository.ub.uni-heidelberg.de/3655/1/Poverty%20Deliberation%20Indian%20Village%20Democracies.pdf>
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### **Unit: IV SOCIAL DEVIANCE AND DISORDER**

1. [https://onlinecourses.swayam2.ac.in/cec22\\_hs41/preview](https://onlinecourses.swayam2.ac.in/cec22_hs41/preview)
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10. <https://www.kuk.ac.in/lms/syllabus?did=0Q%3D%3D&sid=MTAwNQ%3D%3D&pn=TVNX>

**Unit: V                    CONTEMPORARY ISSUES**

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## **B.A. SOCIOLOGY**

### **V - Semester**

#### **Specialisation Paper**

### **5.1 SOCIAL DEMOGRAPHY**

#### **COURSE OBJECTIVES:**

*The aim of the paper is to-*

1. Introduce students to the evolution, scope, and core concepts of social demography within a sociological framework.
2. Familiarise students with major population theories and their sociological critiques.
3. Analyse the components of population change—namely fertility, mortality, and migration—and examine their social determinants.
4. Examine the structure, trends, and demographic patterns of India's population.
5. Evaluate population policies, development goals, and contemporary social challenges.

#### **COURSE OUTCOME:**

*Upon completing this paper, students will be able to-*

1. Demonstrate an understanding of social demography as an interdisciplinary field that connects population processes with social structures.
2. Analyse classical and modern population theories from sociological perspectives.
3. Develop the skills of interpreting demographic data and analysing fertility, mortality, and migration patterns in an Indian context.
4. Demonstrate competence in assessing population structure through pyramids, sex ratios, and density analysis.
5. Evaluate the National Population Policy 2000 and connect population issues with MDG and SDG achievements.

#### **Unit: I INTRODUCTION**

**(16 Hours)**

1. Demography: Origin and Development
2. Social Demography: Concept, Nature, Scope and Importance
3. Basic Concepts: Fertility, Mortality, Migration
4. Demographic Data: Census, VRS, NFHS
5. World Population Trends: Growth, Distribution

**Unit: II THEORIES OF POPULATION (16 Hours)**

1. Pre-Malthusian Theory: Early Views on Population Growth
2. Malthusian Theory
3. Demographic Transition Theory
4. Optimum Theory of Population
5. Sociological Perspectives on Population: Karl Marx and Emile Durkheim

**Unit: III COMPONENTS OF POPULATION GROWTH (16 Hours)**

1. Fertility: Determinants; Factors Influencing Fertility
2. Differential Fertility; Fertility Rates in India
3. Mortality: Determinants; Infant and Maternal Mortality; Morbidity
4. Migration: Types; Causes; Consequences
5. Migration and Diaspora; Brain Drain

**Unit: IV POPULATION STRUCTURE OF INDIA (16 Hours)**

1. Indian Population: Size; Growth; Explosion
2. Sex Ratio; Age Composition; Rural-Urban
3. Structure; Trends and Patterns
4. Density of Population; Population Pyramid
5. Demographic Transition

**Unit: V POPULATION ISSUES AND POLICIES (16 Hours)**

1. Population Growth: Causes; Effects; and Challenges
2. Ageing Population; Urbanisation and Demographic Change
3. National Population Policy-2000
4. Family Planning and Welfare Programmes
5. Millenium Development Goals (MDGs); Sustainable Development Goals (SDGs)

**PEDAGOGY:**

- Assignments, Seminars, Group Discussions, Field Visits to Census Offices and Health Centers, etc.

## REFERENCES:

1. Agarwal, S.N. (1989). *Population Studies with Special Reference to India*. New Delhi, Lok Surjeet Publication.
2. Ahuja, Ram. (1992). *Social Problems in India*. Jaipur, Rawat Publications.
3. Bhende, Asha. A., & Kanitkar, T. (2019). *Principles of population studies* (18<sup>th</sup> ed.). Himalaya Publishing House.
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## B.A. SOCIOLOGY

### V - Semester

#### Specialisation Paper

## 5.2 SOCIOLOGY OF HEALTH

### COURSE OBJECTIVES:

*The aim of the paper is to-*

1. To provide an overview of the fundamental concepts in the sociology of health and their development in India.
2. To examine the principal sociological theories and factors that influence health disparities.
3. To analyse medical systems, actors, and policies with emphasis on AYUSH and digital trends.
4. To foster critical understanding of mental health stigma and public health initiatives.
5. To develop practical skills through field-based learning for health awareness.

### COURSE OUTCOME:

*Upon completing this paper, students will be able to-*

1. Identify and define essential health concepts while exploring the evolution of social medicine in India.
2. Apply functionalist, conflict, and interactionist theories to analyse health issues.
3. Assess social, cultural, and economic determinants and post-COVID mental health challenges.
4. Evaluate medicalisation, AYUSH integration, and healthcare ethics.
5. Analyse health policies and write reports on community health initiatives.

### Unit: I INTRODUCTION 16 Hours

1. Health: Concept, Nature, Significance
2. Basic Concepts: Illness, Sickness, Diseases, Hygiene
3. Sociology of Health: Concept, Scope, Importance; Development
4. Evolution of Social Medicine; and Community Health in India
5. Sociological Perspectives on Health and Wellbeing

### Unit: II THEORETICAL PERSPECTIVES ON HEALTH 16 Hours

1. Functionalism
2. Conflict (Marxist) Perspectives
3. Symbolic Interactionism
4. Activity Theory
5. Health Belief Model (HBM)

**Unit: III                    DETERMINANTS OF HEALTH                    16 Hours**

1. Health Determinants: Social; Cultural; and Economic
2. Food, Nutrition Security; Water and Sanitation
3. Environment Pollution and Health Impacts
4. Mental Health: Stigma, Gender, and Society Post-COVID
5. Diseases: Chronic and Non-chronic (Acute); Control Measures

**Unit: IV                    MEDICAL SYSTEMS AND ACTORS                    16 Hours**

1. Medicalisation: Concept and Nature
2. Actors: Doctors, Nurses, Paramedics, Patients-Relations
3. Indian Medicine Systems (AYUSH): Ayurveda, Yoga, Unani, Siddha, and Homeopathy
4. Ethics in Health Care; and Human Resources in Health
5. Indian Medical Systems: Challenges and Opportunities

**Unit: V                    HEALTH EDUCATION AND POLICIES IN INDIA                    16 Hours**

1. Health Education: Challenges and Opportunities
2. Digital Health Revolution in India
3. Accidents and First Aid Awareness
4. Health Policies, and Awareness Programmes
5. Healthcare: Role of Government, NGOs, Civic Response, WHO

**PEDAGOGY:**

- Assignments, Seminars, Group Discussions, Field Visits to Health Centers, etc.

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## B.A. SOCIOLOGY

### V - Semester

#### Specialisation Paper

### 5.3 SOCIOLOGY OF FOOD CULTURE

#### COURSE OBJECTIVES:

*The aim of the paper is to-*

1. Understand basic concepts, nature and rituals of food in everyday social life
2. Analyse forms of food, diets, cuisines and their social-cultural meanings
3. Examine food's role in family, inequalities and social institutions
4. Explore links between food consumption, health patterns and wellbeing practices
5. Develop awareness of food ethics, platform economies and green practices

#### COURSE OUTCOME:

*Upon completing this paper, students will be able to-*

1. Explain food as a sociological phenomenon with rituals and daily significance.
2. Identify sacred/taboo foods, diet types, and cultural cuisines.
3. Discuss food inequalities across religions, castes, genders, and institutions.
4. Recognise unhealthy practices, diet trends and health awareness.
5. Apply ethics to cooking, platforms and sustainable food habits.

#### Unit: I INTRODUCTION TO FOOD SOCIOLOGY

16 Hours

1. Food: Concept, Nature, Importance
2. Food Consumption in Everyday Life
3. Food and Eating: Rituals and Myth; Nutrients
4. Hunter- Gatherer Societies; Early Food Systems
5. Sociology of Food: Emergence, Scope, Importance

#### Unit: II FORMS OF FOOD AND THEORETICAL APPROACHES

16 Hours

1. Social Dimensions: Cultural Symbolism, Socialisation Through Food
2. Sacred and Taboo Foods; Traditional and Modern Foods
3. Types of Diets: Vegetarian, Non-vegetarian, Vegan, Dairy-Based, Flexitarian
4. Diverse Forms of Cuisines (Chinese, French, Indian, Italian, Japanese, Mexican, Thai)
5. Fast Food and McDonaldization of Food Culture

**Unit: III                      FOOD AND SOCIAL INSTITUTIONS                      16 Hours**

1. Food Culture and Inequalities: Religion, Caste, Class, Gender
2. Aspects of Food Culture: Regional, Seasonal, Community-based Practices
3. Food and Social Institutions: Family, Marriage, Restaurants, Workplace Canteen, Mid-Day Meals
4. Food Platforms: Festivals, Fairs & Exhibitions, Malls, Street Food, Dhabas
5. Food and Media: Cooking Shows, Food Competitions, Impact of Advertising on Food Consumption

**Unit: IV                      FOOD, HEALTH AND WELLBEING                      16 Hours**

1. Food Consumption: Patterns and Reasons; Hunger, Under Eating, Overeating
2. Evolving Food Sources: Organic Foods, Genetically Modified Foods; Local Food Markets
3. Unhealthy Food Practices: Processed Foods, Hybridisation of Seeds, Chemical Inputs, Pesticide and Fertiliser use
4. Fasting, Diet and the Body
5. Awareness and Promotion of Healthy Food Practices

**Unit: V                      FOOD ETHICS AND GREEN PRACTICES                      16 Hours**

1. Cooking as Career, Livelihood and Hobby
2. Food Ethics and Etiquette
3. Food Platform Economies: Dabbawalas; Food Delivery Apps
4. Sustainable and Green Practices: Saving Food; Eco-friendly Utensils, Hygiene, Waste Reduction
5. Food Quality and Regulations: Role of Government, NGOs, Civic Responsibility in Maintaining Standards

**PEDAGOGY:**

- Assignments, Seminars, Group Discussions, Field-Based Learning, Small Research Projects, Observational Learning, Mapping for quality food and hygiene canteens, street food, tiffin services, hostel mess, etc.

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### Unit: I INTRODUCTION TO FOOD SOCIOLOGY

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## **Unit: II            FORMS OF FOOD AND THEORETICAL APPROACHES**

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## **Unit: III            FOOD AND SOCIAL INSTITUTIONS**

1. Dhillon, Amrit. (2014). *In India, Caste System Ensures you are What you Eat*. PostMag, MyNEWS. [In India, caste system ensures you are what you eat | South China Morning Post](#)
2. Food Festivals of India- A Culinary Journey Across States & Union Territories The Cultural Heritage of India. [Food Festivals of India – A Culinary Journey Across States & Union Territories – The Cultural Heritage of India](#)
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4. Manu Vardhan Kannan. (2025). *Malls Across India Redefine Urban Dining with Experiential Food Hubs*. Hospitality News. [Indian Malls Embrace Culinary Culture - Hospitalitynews](#)
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#### **UNIT: IV FOOD, HEALTH AND WELLBEING**

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5. Jatin Verma. India's Food Safety Crisis: How Contaminated and Ultra-Processed Foods Threaten Public Health. WION. [India's food safety crisis: How contaminated and ultra-processed foods threaten public health](#)
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#### **UNIT: V FOOD ETHICS AND GREEN PRACTICES**

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4. Essential Food Safety Regulations in India for Health Protection. [Essential Food Safety Regulations in India for Health Protection](#)
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## **B.A. SOCIOLOGY**

### **V Semester**

#### **Compulsory Skill Paper - II**

### **SOCIAL INNOVATION AND ENTREPRENEURSHIP**

#### **COURSE OBJECTIVES:**

*The aim of the paper is to-*

1. To equip students with effective knowledge on the concepts, opportunities, and challenges of social innovation and entrepreneurship.
2. To educate students on various aspects of innovation and ways to support creativity.
3. To educate students on how to be entrepreneurs by identifying potential opportunities and establishing start-ups.

#### **COURSE OUTCOME:**

*Upon completing this study, students will be able to-*

1. Students become members of a dynamic network of national social entrepreneurs and interact with those who are pioneering innovations and establishing best practices.
2. Initiate their own start-ups by understanding the opportunities that they can access.

#### **UNIT: I INTRODUCTION TO INNOVATION (12 Hours)**

1. Conceptual Framework: Creativity, Invention and Innovation
2. Social Innovation: Objectives, Features, and Types
3. Elements of Social Innovation
4. Stages and Process of Social Innovation

#### **UNIT: II SOCIAL INNOVATION AND ITS PRACTICE (12 Hours)**

1. Identifying Social Issues and Social Innovation
2. Social Innovation as Institutional Change; Case Studies on Social Innovation
3. Relevance of Technology for Social Innovation
4. Social Innovation- It's Impact, Challenges, and Opportunities

**UNIT: III SOCIAL ENTREPRENEURSHIP (12 Hours)**

1. Social Entrepreneurship: Concept, Features, Types and Relevance
2. Dimensions of Social Entrepreneurship
3. Ethical Entrepreneurship
4. Methods of Sensing Opportunities and Fields of Opportunities

**UNIT: IV SOCIAL ENTREPRENEURS AND COMMUNITY DEVELOPMENT (12 Hours)**

1. Social Entrepreneurs and Entrepreneurship
2. Sources of Finance, Start-ups and Social Transformation
3. Entrepreneurship: Policies and Programmes in India
4. Public Private Partnership (PPP), Non-governmental Organisations (NGOs)

**PRACTICAL:**

- Case Study Method, Reflective Practice, Role-Play, and Group Discussions apply to all the four units.

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<http://nif.org.in/upload/innovation/5th/10-minisanitary-napkin-making.pdf>

## **B.A. SOCIOLOGY**

### **VI - SEMESTER**

#### **DSC - 6**

### **RESEARCH METHODOLOGY**

#### **COURSE OBJECTIVES:**

*The aim of the paper is to-*

1. To understand the concept, objectives, and scope of research within the social sciences.
2. To familiarise students with various types of social research and data collection methods.
3. To equip students with the skills necessary to design and conduct research employing both qualitative and quantitative approaches.
4. To introduce statistical techniques for the analysis and interpretation of data.
5. To familiarise students with ICT tools and their applications in research.

#### **COURSE OUTCOMES:**

*Upon completing this study, students will be able to:*

1. Understand the concept, objectives, and scope of research within the social sciences, and apply this understanding to identify research problems and design studies.
2. Familiarise with the various types of social research (both qualitative and quantitative) and the methods of data collection, and apply this knowledge to conduct research.
3. Acquire the skills necessary to design and conduct research using qualitative and quantitative approaches, and analyse data employing statistical techniques.
4. Apply statistical techniques, including measures of central tendency and graphical representation, to analyse and interpret data.
5. Utilise ICT tools (such as Microsoft Office, web searches, and AI) to support research efforts and write research reports with appropriate referencing and bibliographies.

#### **Unit: I INTRODUCTION**

**16 Hours**

1. Research: Concept, Objectives and Scope
2. Research in Social Sciences, Theory and Research
3. Social Research: Meaning, Features, and Importance
4. Types of Social Research: Qualitative and Quantitative
5. Methods of Social Research, Elements of Social Research

**Unit: II RESEARCH PROCEDURES 16 Hours**

1. Research Problem, Identification and Formulation
2. Literature Review
3. Research Design: Meaning and Types
4. Report Writing
5. References and Bibliography

**Unit: III SAMPLING AND DATA COLLECTION 16 Hours**

1. Sampling: Meaning and Types
2. Primary: Observation, Interviews, Questionnaire
3. Secondary Sources
4. Qualitative
5. Quantitative

**Unit: IV STATISTICS IN SOCIAL RESEARCH 16 Hours**

1. Statistics: Meaning, Definitions, Features and Importance
2. Types of Statistics: Descriptive Statistics, Inferential Statistics
3. Classification and Tabulation
4. Graphical Representation of Data
5. Measures of Central Tendency: Mean, Median, Mode

**Unit: V ICT TOOLS FOR RESEARCH 16 Hours**

1. Role of Computers in Research
2. Microsoft Office: Word, Excel, Power Point Presentation
3. Web Search: Introduction to Internet, Using Search Engines and Advanced Search Tools
4. Communication Tools: Email, Video Conferencing, e-Learning
5. Artificial Intelligence (AI) in Social Science Research

**PEDAGOGY:**

- Assignment, Seminar, Group Discussion, Field Work (Mock Interviews/Questionnaires), ICT Labs: Email, Zoom, AI tool practice, etc.

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## WEB SOURCES:

### Unit: I INTRODUCTION

1. Social Research (comprehensive overview of concepts, objectives, scope, types):  
[https://www.scribd.com/document/875109576/Social-Research-Notes\[scribd\]](https://www.scribd.com/document/875109576/Social-Research-Notes[scribd])
2. Social Science Research: Nature, Scope, Objectives:  
[https://www.hpuniv.ac.in/hpuniv/upload/uploadfiles/files/303\(3\).pdf\[2\]](https://www.hpuniv.ac.in/hpuniv/upload/uploadfiles/files/303(3).pdf[2])
3. Social Science Research: Principles, Methods, and Practices:  
[https://digitalcommons.usf.edu/cgi/viewcontent.cgi?article=1002&context=oa\\_textbooks](https://digitalcommons.usf.edu/cgi/viewcontent.cgi?article=1002&context=oa_textbooks)
4. Introduction to Social Research (SGY4B05 PDF):  
[https://sde.uoc.ac.in/sites/default/files/sde\\_videos/Introducction%20to%20social%20research---converted%20\(1\).pdf\[2\]](https://sde.uoc.ac.in/sites/default/files/sde_videos/Introducction%20to%20social%20research---converted%20(1).pdf[2])

### Unit: II RESEARCH PROCEDURES

1. Research Design (problem formulation, types, steps):  
[https://usq.pressbooks.pub/socialscienceresearch/chapter/chapter-5-research-design/\[usq.pressbooks\]](https://usq.pressbooks.pub/socialscienceresearch/chapter/chapter-5-research-design/[usq.pressbooks])

2. Research Design PDF (identification, formulation):  
<https://southcampus.uok.edu.in/Files/Link/DownloadLink/RM%20U1%20P2.pdf>[southcampus.uok.edu]
3. Research Methodology Lecture (problem formulation, design, reporting):  
[https://mrcet.com/downloads/digital\\_notes/CSE/Mtech/I%20Year/RESEARCH%20METHODOLOGY.pdf](https://mrcet.com/downloads/digital_notes/CSE/Mtech/I%20Year/RESEARCH%20METHODOLOGY.pdf)
4. Social Science Research Methodology Slides: <https://www.slideshare.net/slideshow/social-science-research-methodology-explained/237949572>
5. Literature Review Methods: <https://www.ncbi.nlm.nih.gov/books/NBK481583/>
6. Cambridge Handbook Literature Review: <https://www.cambridge.org/core/books/cambridge-handbook-of-research-methods-and-statistics-for-the-social-and-behavioral-sciences/literature-review/>

### **Unit: III SOURCES OF DATA COLLECTION**

1. Data Collection Methods (primary; secondary): [https://www.questionpro.com/blog/data-collection-methods/\[questionpro\]](https://www.questionpro.com/blog/data-collection-methods/[questionpro])
2. Data Collection Tools & Techniques (qualitative/quantitative):  
[https://insightsopinion.com/data-processing-analytics/data-collection-methods-types-tools-and-techniques\[insightsopinion\]](https://insightsopinion.com/data-processing-analytics/data-collection-methods-types-tools-and-techniques[insightsopinion])
3. Research Methods for Social Sciences: Data Collection Guide:  
<https://guides.library.unt.edu/rmss/data-collection>
4. Quantitative and Qualitative Research Methods (surveys, case studies):  
[https://www.govtgirlsekbalpur.com/Study\\_Materials/Sociology/Sociology\\_GE\\_Sem-IV\\_Quantitative\\_and\\_Qualitative\\_Research.pdf](https://www.govtgirlsekbalpur.com/Study_Materials/Sociology/Sociology_GE_Sem-IV_Quantitative_and_Qualitative_Research.pdf)
5. Sampling Techniques Guide:  
<https://usq.pressbooks.pub/socialscienceresearch/chapter/chapter-5-sampling/>
6. Research Methodology Sampling  
[https://mrcet.com/downloads/digital\\_notes/CSE/Mtech/I%20Year/RESEARCH%20METHODOLOGY.pdf](https://mrcet.com/downloads/digital_notes/CSE/Mtech/I%20Year/RESEARCH%20METHODOLOGY.pdf)

### **Unit: IV STATISTICS IN SOCIAL RESEARCH**

1. Measures of Central Tendency (mean, median, mode; classification/tabulation):  
<https://egyankosh.ac.in/bitstream/123456789/65182/3/Unit-3.pdf>[egyankosh.ac]
2. NCERT Measures of Central Tendency (graphical representation):  
<https://ncert.nic.in/textbook/pdf/kest105.pdf>[ncert.nic]
3. Statistical Methods for the Social Sciences:  
<https://www.jsscacs.edu.in/sites/default/files/Files/STATISTICAL METHODS FOR THE SOCIAL SCIENCES Academia.pdf>
4. Statistics for Social Sciences (measures, tabulation):  
<https://www.scribd.com/document/695407472/Statistics-for-Social-Sciences>
5. Statistical Methods for Social Sciences  
<https://www.jsscacs.edu.in/sites/default/files/Files/STATISTICAL METHODS FOR THE SOCIAL SCIENCES Academia.pdf>

6. Types of Statistics Notes: <https://egyankosh.ac.in/bitstream/123456789/65182/3/Unit-3.pdf>

**Unit: V            ICT TOOLS FOR RESEARCH**

1. AI Tools Database for Social Science Research: <https://theconversation.com/new-database-features-250-ai-tools-that-can-enhance-social-science-research-226215>[theconversation]
2. AI Applications in Social Science Research: <https://scholarsjunction.msstate.edu/ssrc-publications/6/>[scholarsjunction.msstate]
3. Application of ICT in Research (MS Office, AI, web tools):  
<https://www.jrfadda.com/exams/ugc-net-notes/paper-1/application-of-ict-in-research/>
4. Exploring ICT Tools for Research Guide (surveys, AI in social research):  
<https://sociology.institute/research-methodologies-methods/exploring-ict-tools-comprehensive-guide-research/>
5. ICT in Research Applications (Email, Video, e-Learning): <https://www.jrfadda.com/exams/ugc-net-notes/paper-1/application-of-ict-in-research/>
6. ICT Tools for Research Communication: <https://sociology.institute/research-methodologies-methods/exploring-ict-tools-comprehensive-guide-research/>

## B.A. SOCIOLOGY

### VI - Semester

#### Specialisation Paper

### 6.1 SOCIOLOGY OF EDUCATION

#### COURSE OBJECTIVES:

*The aim of the paper is to-*

1. To examine the interfaces between education and society.
2. To recognise education as a social process and appreciate its societal foundations.
3. To explore the nexus between society, education, and development in Indian contexts.
4. To analyse socialisation processes and theoretical perspectives on education.
5. To understand how education impacts inequality reproduction and social mobility.
6. To examine the challenges faced by the teaching profession.
7. To analyse education policies aimed for equity and employability.

#### COURSE OUTCOME:

*Upon completing this paper, students will be able to-*

1. Explain the interfaces between education and society.
2. Analyse education as a dynamic social institution shaping development paths.
3. Identify caste, gender, and rural-urban barriers to equal education.
4. Detect the issues, and explain how education creates social mobility.
5. Critique teacher dynamics, communication, digital trends, and opportunities.
6. Evaluate HEIs, challenges, skill gaps, and policy evolution for Indian contexts.
7. Summarise educational policy goals for skills and employability in India.

#### Unit: I EDUCATION AND SOCIETY

16 Hours

1. Education: Meaning, Characteristics, Functions; Need of Education
2. Education as a Social Institution; Society and Education Nexus
3. Sociology of Education: Concept, Scope, Importance
4. Indian Education Evolution: Ancient, Medieval, Modern
5. Indian Knowledge System (IKS)

**Unit: II                      SOCIALISATION AND THEORETICAL PERSPECTIVES                      16 Hours**

1. Socialisation: Concept, Agencies of Socialisation
2. Functionalist Theory (Emile Durkheim)
3. Interactionist Views on Education (George Herbert Mead, Charles Horton Cooley)
4. De-schooling Society (Ivan Illich)
5. Cultural Reproduction (Pierre Bourdieu); Knowledge and Power (Michel Foucault)

**Unit: III                      EDUCATION, INEQUALITY, MOBILITY AND CHANGE                      16 Hours**

1. Equality of Educational Opportunity: Concept and Dimensions
2. Education and Inequalities: Caste, Class, Tribe, Gender, Rural–Urban Dynamics
3. Education and Social Mobility
4. Education and Social Change: Driving Factors (Demographic, Cultural, Economic, Political, Technological, Globalisation)
5. Education as an Agent of Social Change: Role and Impact

**Unit: IV                      TEACHING PROFESSION AND DYNAMICS                      16 Hours**

1. Profession: Concept, Features, Professionalisation Process
2. Teaching: A Noble Profession
3. Teachers' Roles, Responsibilities, and Relationship (Teacher-Student-Parent)
4. Teaching Profession: Challenges and Opportunities; Emerging Digital Trends
5. Sociology as a Professional Career

**Unit: V                      HIGHER EDUCATION AND POLICIES                      16 Hours**

1. Higher Education: Concept, Objectives, Functions
2. Higher Education Institutions (HEIs): Types- *Universities, Colleges, Institutes of National Importance, Research Institutions, Polytechnics, Open Distance Learning (ODL)*
3. Higher Education: Challenges and Emerging Trends
4. Higher Education: Skill Development and Employability
5. Educational Policies in India

**PEDAGOGY:**

- Assignments, Seminars, Group Discussions, Small Research Projects, Field-Based Learning, etc.

## REFERENCES:

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### Unit: II SOCIALISATION AND THEORETICAL PERSPECTIVES ON EDUCATION

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#### **Unit: IV           TEACHING PROFESSION AND DYNAMICS**

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#### **Unit: V           HIGHER EDUCATION AND POLICIES**

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## B.A. SOCIOLOGY

### VI - Semester

#### Elective/ Optional

## 6.2 SOCIOLOGY OF MASS MEDIA

### COURSE OBJECTIVES:

*The aim of the paper is to-*

1. Introduce the concepts of media, its evolution, various forms, and its societal role within the context of India and globally.
2. Analyse the media's impacts on culture, education, politics, globalisation, and technology.
3. Analyse the media's representation in shaping public opinion, movements, and social dynamics in daily media consumption.
4. Develop an understanding of policies and obstacles, as well as media literacy and ethics awareness.

### COURSE OUTCOME:

*Upon completing this paper, students will be able to-*

1. Analyse the relationship between media and society, as well as its role in social development.
2. Define the characteristics and functions of media and critically apply sociological perspectives to these concepts.
3. Critique media representations and evaluate activism via social platforms
4. Improve employability in the media industry, including reporting, editing, freelancing, and media professions.
5. Learn Indian media laws, ethics, and AI/data privacy issues.

<b>Unit: I</b>	<b>INTRODUCTION TO MASS MEDIA</b>	<b>16 Hours</b>
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1. Mass Media: Conceptual Framework, Features, Functions, Significance
2. Evolution of Mass Media: Global & Indian Context
3. Indian Folk Media and Cultural Role
4. Digital Shift: Internet; Mobile Phone; Digital Divide in India
5. Typology of Media: Mass Media vs Social Media



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## **Unit: III            PERSPECTIVES ON MEDIA AND SOCIETY**

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#### **UNIT: IV MEDIA, OPINION AND IMPACT**

1. W. Phillips Davison. (2026). Mass Media and Social Media. *Britannica*.  
[Public opinion - Mass Media, social media, Influence | Britannica](#)
2. Happer, C., & Philo, G. (2013). The Role of the Media in the Construction of Public Belief and Social Change. *Journal of Social and Political Psychology*, 1(1), Article e4761.  
<https://doi.org/10.5964/jspp.v1i1.96>
3. Navigating Public Opinion in the Era of Mass Media. (2025). Media and Communication Theories. [Navigating Public Opinion in the Era of Mass Media • Journalism University](#)

#### **UNIT: V MEDIA POLICIES AND FURURE TRENDS**

1. Mass Media Policies. egyankosh. [MJM-24B1E.xps](#)
2. The Role of Media in Public Policy: Influence, Impact, and Challenges. (2024). *Indian School of Public Policy (ISPP)*. [Role of Media in Public Policy: Impact & Challenges](#)
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<https://journalism.university/media-and-society/understanding-media-policy-definition-implications/>
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<http://meity.gov.in/home>

## B.A. SOCIOLOGY

### VI - Semester

#### Specialisation Paper

### 6.3 SOCIOLOGY OF EVERYDAY LIFE

#### COURSE OBJECTIVES:

*The aim of the paper is to-*

1. To introduce students to the scope, and emergence of the sociology of everyday life as a distinct sub-field.
2. To familiarise students with classical and contemporary theoretical perspectives for interpreting everyday social interactions.
3. To explore how institutions, culture, and social structures shape routine practices and lived experiences.
4. To examine how inequalities manifest and are negotiated in daily life.
5. To develop students' ability to critically observe, analyse, and reflect on everyday life using sociological concepts and methods.

#### COURSE OUTCOME:

*Upon completing this paper, students will be able to-*

1. Identify and explain key concepts and theoretical approaches in the sociology of everyday life.
2. Apply sociological theories to analyse everyday interactions and practices.
3. Critically assess how institutions like family, education, work, religion shape and regulate daily life.
4. Analyse how social inequalities are produced, experienced, and resisted in everyday contexts.
5. Conduct mini-ethnographic observations and write reflective, sociologically informed reports on everyday life phenomena.

<b>Unit: I</b>	<b>INTRODUCTION TO SOCIOLOGY OF EVERDAY LIFE</b>	<b>16 Hours</b>
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1. Meaning, Scope and Emergence of Sociology of Everyday Life
2. Everyday Life as a Social Construct
3. Socialisation and Everyday Moral Order
4. Body, Emotions and Embodiment; Self and Performed Identities
5. Sociology of Emotions in Everyday Life

**Unit: II THEORETICAL PERSPECTIVES ON EVERYDAY LIFE 16 Hours**

1. Everyday Life in Classical Sociology: Marx, Durkheim and Weber
2. Ethnomethodology
3. Phenomenology
4. Symbolic Interactionism; Dramaturgical Perspective
5. Definition of the Situation: W.I. Thomas

**Unit: III INSTITUTIONS AND EVERYDAY PRACTICES 16 Hours**

1. Home, Family, and Domestic Routines
2. Intimacy and Everyday Gender Relations
3. Religion and Ritual in Daily Practices; Culture as Lived Experience
4. Education and Everyday Discipline
5. Workplaces and Professional Settings

**Unit: IV INEQUALITY AND EVERYDAY TRANSFORMATIONS 16 Hours**

1. Class and Caste in Everyday Interaction
2. Norms, Etiquette, and Social Control
3. Housing and Neighbourhood Segregation
4. Everyday Life: Villages and Cities
5. Everyday Resistance, Agency and Social Change

**Unit: V ISSUES AND TRENDS IN EVERYDAY LIFE 16 Hours**

1. Food, Fashion and Body Politics
2. Popular Culture and Mass Media
3. Lifestyle and Commodification
4. Globalisation and Digital Culture
5. Surveillance and Emerging Trends in Everyday Life

**PEDAGOGY:**

- Assignments, Seminars, Group Discussions, Case Studies; Field-Based Learning, Small Research Projects, Observational Learning, etc.

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3. <https://egyankosh.ac.in/bitstream/123456789/26811/1/Unit-4.pdf>
4. <https://egyankosh.ac.in/bitstream/123456789/90656/1/Unit-6.pdf>
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## **B.A. SOCIOLOGY**

### **VI - Semester**

#### **Compulsory Skill Paper - III**

### **SOCIAL SKILLS AND PERSONALITY DEVELOPMENT**

#### **COURSE OBJECTIVES:**

*The aim of the paper is to-*

1. To understand personality development through sociological theories and social influences.
2. To develop intrapersonal skills like self-awareness, motivation and positive attitudes.
3. To master communication and interpersonal social skills for everyday interactions.
4. To acquire leadership, teamwork and conflict resolution competencies.
5. To equip career readiness by applying practical skills effectively.

#### **COURSE OUTCOME:**

*Upon completing this paper, students will be able to-*

1. Explain determinants, theories (Freud, Erikson, Mead, Cooley) and socialisation in personality formation.
2. Demonstrate emotional intelligence, self-motivation, attitude management and goal setting.
3. Apply effective verbal and non-verbal communication, utilise digital communication tools, and successfully overcome barriers in communication.
4. Exhibit leadership skills, teamwork and empathy in group settings.
5. Create resumes, conduct mock interviews, role plays and personal development portfolios.

<b>Unit: I</b>	<b>FOUNDATIONS TO PERSONALITY DEVELOPMENT</b>	<b>12 Hours</b>
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1. Personality Development: Meaning, Definitions, Characteristics, Significance
2. Determinants of Personality: Physical, Intellectual Emotional, Social and Cultural,
3. Heredity and Environment
4. Socialisation, Skills and Personality Development
5. Psychoanalytic Theory (Freud); Psychosocial Theory (Erikson)

**Unit: II                    SOCIAL SKILLS OF PERSONALITY DEVELOPMENT                    12 Hours**

1. Social Skills: Concept, Nature, Types, Significance
2. Understanding 'Self': Self-Concept, Self-Esteem, Self-Efficacy
3. Motivation: Concept, Significance, Internal & External Motives
4. Attitude: Concept, Significance, Factors Affecting Attitudes
5. Leadership: Concept, Characteristics, Types

**Unit: III                    COMMUNICATION SKILLS FOR PERSONALITY DEVELOPMENT                    12 Hours**

1. Communication: Concept; Process; Functions; Importance
2. Forms of Communication: Verbal; Non-Verbal
3. Role of Language in Communication; Barriers to Effective Communication
4. Digital Communication; Social Media Etiquette
5. Listening Skills, Empathy; Emotional Intelligence

**Unit: IV                    SELF-DISCOVERY AND CAREER MAPPING                    12 Hours**

1. Time Management
2. SWOT Analysis; Career Planning
3. Resume Writing; Presentations Skills
4. Group Discussion; Mock Interview
5. Grooming and Etiquette

**PEDAGOGY:**

- Assignments, Seminars, Group Discussions, Field-Based Learning and Reporting, etc.

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**B.A. SOCIOLOGY**  
**Question Paper Pattern for**

**CORE AND SPECIALISATION PAPERS**

CBCS Scheme

Title of the Paper

**Time: 03.00 Hours**

**Max. Marks: 80**

**Instruction:** 1) Answer all the sections

**Part - A**

**Answer any four of the following:**

**5x4=20**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Part - B**

**Answer any three of the following**

**10x3=30**

6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_

**Part - C**

**Answer any two of the following:**

**15x2=30**

10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_

**B.A. SOCIOLOGY**

**Question Paper Pattern**

**ELECTIVE/OPTIONAL AND COMPULSORY SKILL PAPERS**

**CBCS Scheme**

**Title of the Paper**

**Time: 02.00 Hours**

**Max. Marks: 40**

**Instruction:** 1) Answer all the sections

**Part-A**

**Answer any two of the following:**

**5x2=10**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Part-B**

**Answer any three of the following**

**10x3=30**

4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_